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Annual Report

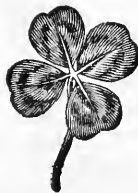
—OF THE—

BOARD OF EDUCATION

1900

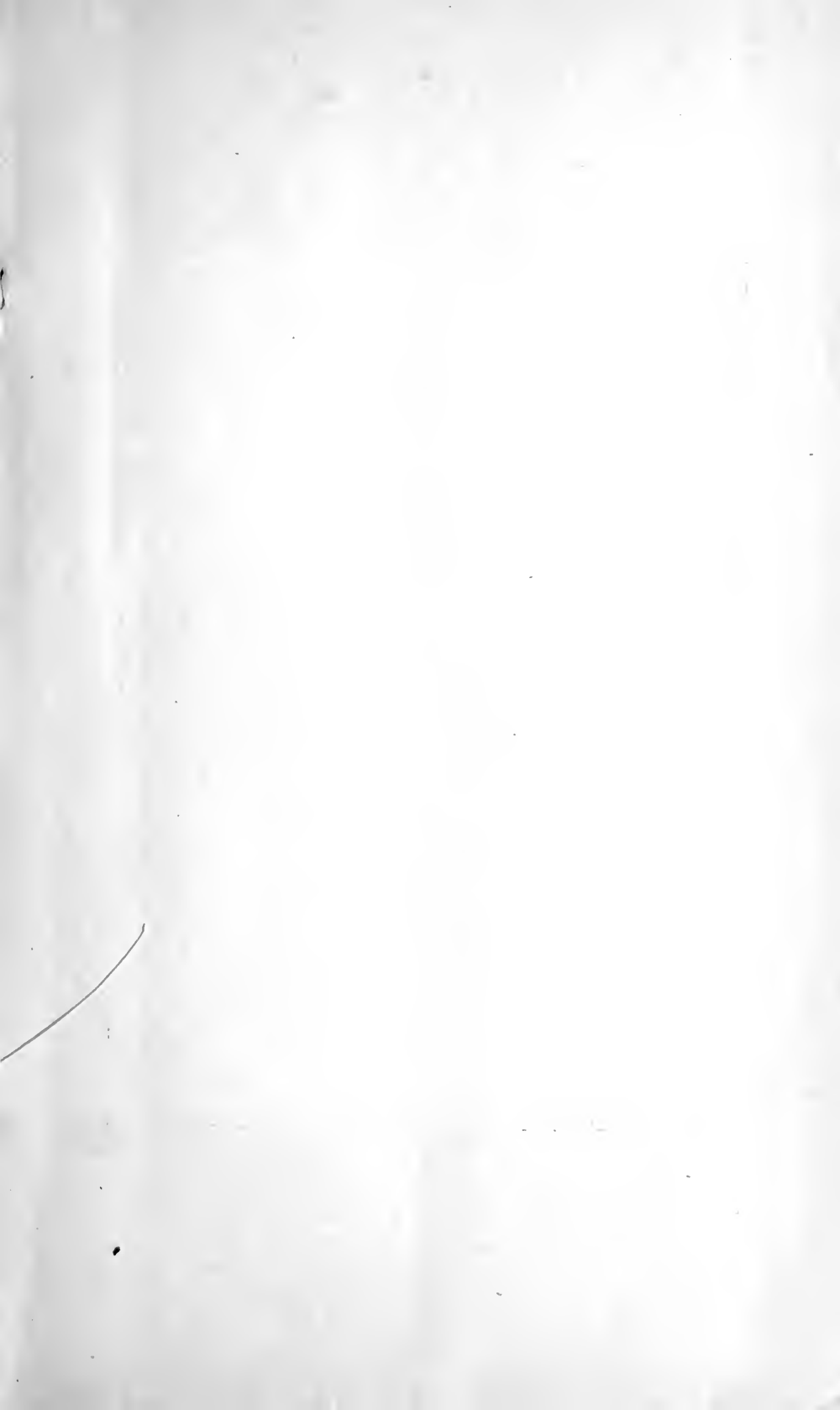
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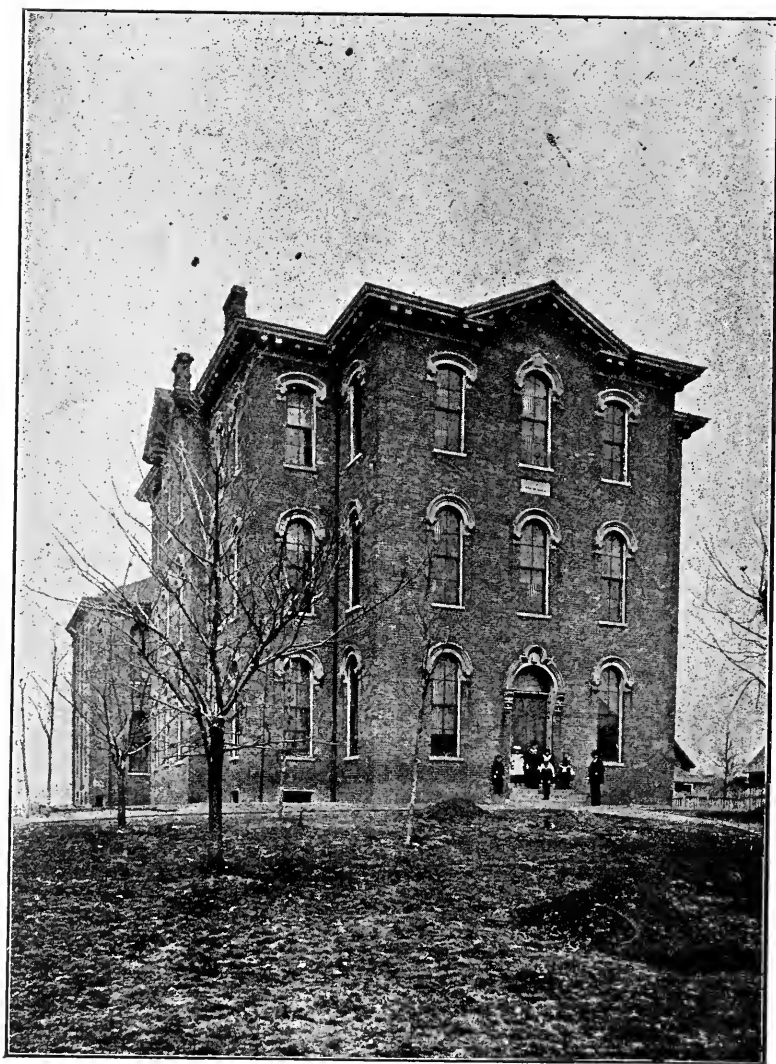
1901



CLARKSVILLE, TENNESSEE







HOWELL SCHOOL.

... Annual Report ...

—OF THE—

BOARD OF EDUCATION

—OF THE—

City of Clarksville

—FOR THE—

TWENTY FOURTH

SCHOLASTIC YEAR

1900-'01

CLARKSVILLE, TENN.:

W. P. TITUS, PRINTER AND BINDER.

1901.

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MEMBERS OF CONSOLIDATED BOARD.

For the City.

JOHN S. NEBLETT Term Expires March, 1903
REV. GEORGE SUMMEY Term Expires March, 1904
C. D. RUNYON Term Expires March, 1902

For the District.

M. C. NORTINGTON Term Expires August, 1902
WM. KLEEMAN Term Expires August, 1902
B. L. RICE Term Expires August, 1902

Officers of the Board.

REV. GEORGE SUMMEY President
C. D. RUNYON Secretary and Treasurer
J. W. GRAHAM Superintendent

Committees.

BOOKS Neblett, Northington, Rice
DISCIPLINE Rice, Kleeman, Runyon
AUDITING Northington, Rice, Neblett
SUPPLIES Neblett, Kleeman, Summey

ASSIGNMENT OF TEACHERS

For 1901-1902.

J. W. GRAHAM, - - SUPERINTENDENT.

Howell School.

MISS BETTIE GARLAND, High School Assistant
MISS KATHLEEN O'BRIEN, High School Assistant.
MISS LUCY BAILEY, High School Assistant.
MRS. L. C. ELLIOTT, High School Assistant.
MISS FANNIE BOYD, Grammar School Assistant.
MRS. A. O. CHEATHAM, Grammar School Assistant.
MISS IVIE DUKE, Grammar School Assistant.
MISS GEORGIE NEBLETT, Grammar School Assistant.
MISS JENNIE WILLIAMS, Grammar School Assistant.
MISS BESSIE BOURNE, Grammar School Assistant.
MRS. BELLE MILLER, Grammar School Assistant.
MRS. FLORENCE TRIGG, Primary Assistant.
MISS KATE ROGERS, Primary Assistant.
MISS EMMA WOLFE, Primary Assistant.
MISS EVA ROSENFELD, Primary Assistant.

Colored School.

R. L. YANCEY, Principal.
HENRY LOCKERT.
MRS. ESTIZER WATSON.
MRS. VIRGINIA DUNLOP.
MRS. SUSIE BOYD.
MISS LIZZIE RAMEY.
MISS KATE WRIGHT.
MISS ROSA COLEMAN.
MISS BIRDIE CRUSMAN.
MISS MARY BOYD.
MISS FANNIE HOPEWELL.
MISS JESSIE DIXON.
MISS FLORA CROUCH.
MISS LULA HAWKINS.

FINANCIAL REPORT

OF THE

Public Schools, of Clarksville, Tennessee.

RECEIPTS.

Pay Pupils	\$ 161 75
City Treasurer, H. D. Pettus	6,888 28
County Trustee, Cooper	11,008 15
Surplus Accounts, 1900	3,325 14
Total	<u>\$21,383 32</u>

DISBURSEMENTS.

Teachers' Salaries	\$13,158 58
Expenses	1,783 73
Interest and Discount.....	23 00
Balance Cash on Hand	6,418 01
Total	<u>\$21,383 32</u>

July 1, 1901.

C. D. RUNYON,
Secretary and Treasurer.

SUPERINTENDENT'S REPORT.

GENTLEMEN OF THE BOARD OF EDUCATION:

I have the honor to present you with this Report of the twenty-fourth year of the Public Schools.

You will observe that the enrollment largely exceeded that of any other year, while the attendance was barely equal to the best of other years. This was due to the enforcement of the rule in regard to vaccination, and also to the presence of a contagious disease in the school.

But this diminished attendance is due also to the lack of appreciation on the part of many parents, of the bad results of

Absence from School.

The plan of our course of study is based on the necessity of completing a certain amount of work each year. Irregular attendance does not help a pupil to do that work. Irregularity destroys a child's interest in his work. But that is only half the bad. All days at school are important, and as full of value to pupils as teachers can make them, but some days are more important than others, and, missing these days, the pupil is barred from understanding the following work unless the teacher shall overlook forty other pupils to repeat to an individual the explanation she gave to her grade when he was absent. When there is failure on this account it is very unjust to lay the blame on the teacher.

There must be unavoidable absence, but there is inexcusable absence, and we feel that we have a right to expect that parents will not encourage or permit the latter. Oft-repeated absence is a great bar to progress, and parents would realize this keenly, along with other glints of information, by

Visiting the Schools.

We have often wondered and teachers frequently express surprise that parents give so little of their time to visiting the

schools. Some have said they thought of visiting the rooms where their children are attending, but feared they might be considered as intruding, or might interrupt the school. Now, we desire to say that there will be no interruption of exercises by visiting the schools. Teachers take it for granted that visitors do not come to visit them, and, after seating their guests, go on with their work. And parents may rest assured that teachers enjoy and desire their visits, and feel complimented when they call, and will welcome them any hour in the day. And if a short conference is desired in regard to the work or standing of certain children, there are intervals in the movements of the school in which it may be held without any interruption.

And while we think of it, is it not a little strange that parents do not more generally desire to see the teachers at work who have charge of their children? They cannot conceive the weight and perplexity of the responsibility resting upon teachers unless they do visit them. They cannot feel that sympathy for them they deserve, unless they enter the atmosphere of the schoolroom and observe how much there is in hand almost constantly to try the spirit and patience of the teachers. It would be well if all parents should visit the school, confer with the teachers of their children, let their children know that they are in active co-operation with the teachers, and occasionally give expression to that kindly sympathy that goes so far to smooth the rough places of life. Many a time it would aid the teachers to sleep more sweetly, and thus aid them to be better prepared for the duties of the coming day.

The following advice to a complaining friend by a Nashville father, with two boys, deserves repeating because it contains much common sense and a great deal of good heart:

MY DEAR MADAM—If any one could corral parents and get them to study classes, the management of classes and schools, and then let them sit down in a class room and watch a little woman guide all day forty or fifty boys, our schools might receive from intelligent women explicit suggestions as to their needs; but I rather fancy the average mother, out of the goodness of her heart, would pull some one's tired head down to her matronly bosom and whisper, "You dear girl, I'll never say a word against a teacher again."

For it is a foolish act, madam, to abuse a teacher, any way. No one in the world beside yourself has more power than she to do your boy good. No one else wishes more to do so. There is no work that depends more on good spirit than teaching. If you feed an ugly spirit in a teacher your own Johnnie is the loser.

I think I get as good service from the public schools as any one I know. My boys have never been permitted to discuss their teachers at the table nor anywhere in our hearing. I examine their reports and I demand high marks, not of the teacher, but of the boys.

I had the old-time excuse not long ago, "She has got a grudge against me and marks me down." My directions were to get the grudge removed; that's his business. Besides that, into whatever business house my boy may go, he'll find the same condition if he's looking for it—some superior with a grudge against him. This is splendid practice now in the diplomatic removal of grudges.

My wife and I are after the best schooling for two boys. We are not concerned in establishing the fact that teachers are public servants. There may be undesirable teachers in the schools, but madam, go through a large educational institution, and it may be left to you to determine what kind of treatment will engender in the teacher of your boy, the gentleness, the fairness, the firmness and loving kindness you want.

Reading.

In the numerous departments of study in the school course, it may be safely asserted that Reading is easily the most important. It furnishes the key to the other work. The child that can read without effort, and with intelligent grasp of what he reads, may easily comprehend the other work of his grade and enjoy his work. On the other hand, the child that staggers in his effort to read, loses the underlying thought, and can have no genuine conception of what he is expected to do. There is no theory in this, it is plain fact standing out in the observation and experience of every teacher.

This difference between children who read well and those who do not, arises from various causes. There may be a lack of interest in books, but it will generally be found true that there is also a lack of opportunity—a lack of books. There are some children who read thirty or forty books a year. These have expanded and broadened intelligence, are able to talk of matters outside their text-books, are better able to grasp their tasks, and are always the pupils to give the teacher the greatest pleasure. There are other children who never read a book. It may be accepted as truth, that in every instance of this kind the grade of scholarship is very low. This is the class of children that lay burdens on the teacher. These are they that can do nothing for themselves, but must be taught. They require not simply repetition, but countless repetition.

What is the remedy? More reading beyond a doubt. The schools should have books along lines of interest to children, that those who have no books at home may not lack opportunity. To cultivate a taste for good reading is one of the very highest services the schools can render. The boys must be compelled to see that the imaginary exploits of the characters in yellow-back fiction are nothing but chaff compared with the mighty achievements of the men who made the world's history.

The schools ought to read four or five books a year. There are many children who could do that. But the most cannot, because parents often are unwilling to purchase more than one reader a year. This, under the rules of the schools, is permitted. No parent is required to buy any other reader than that laid down by the school law. But we regard it as very unfortunate for the child, to be compelled to use a reader for a whole year, reading it so often that he can almost repeat the text from memory.

It should be made known that few children pass the Sixth Grade—not more than twelve in a hundred. This fact makes it necessary that great care and effort and expenditure should be given to the first six grades. If we are to send them out with a taste for good reading, they must get it in some other way than in repeating the lessons of a reader until reader and school become tiresome.

The statistics of the schools of Chicago and Milwaukee show that of those who enter the schools,

1. About one-third go no farther than the First Grade.
2. About one-half go no farther than the Second Grade.
3. About two-thirds go no farther than the Third Grade.
4. About three-fourths go no farther than the Fourth Grade.
5. About nine-tenths go no farther than the Sixth Grade.
6. About three in 1,000 graduate.

“There is a suggestion and a lesson in the above facts, which teachers and those who are responsible for courses of study should bear in mind. Our educational system is not built for the benefit of the THREE who graduate from the High School. If the mass is to be benefited, it must be done in the lower grades. There should be given as broad and practical and complete a training as possible.”

Failure in Study.

There are other causes than absence for failure in school work. They may be found in being on the street at night, or in excessive attendance upon social functions. The writer observed recently in a report of a teacher, the low grade mark of one of the brightest and most attractive minds in the school. Upon inquiry the cause of failure was easy to determine.

Leaving the sex of the individual to be guessed, we quote the following:

An interesting investigation has been made recently in one of our cities as to the reasons why children of equally good capacity should rank so unevenly in their studies in the schools. Pains were taken to learn from one class of fifty-five pupils enough about their habits out of school to enable judgments to be made.

The investigation showed that thirteen boys were permitted to be on the streets till half-past nine o'clock. Not one of them ranked as high as thirtieth in his class. Another class of fifty-five was tried in the same manner; eight boys were habitually on the streets at night. Not one ranked as fortieth in his class. Another class of thirty-five investigated showed that six were allowed the freedom of the streets at night, and every one of them had spent two or three years in passing the Fourth and Fifth Grades. Investigation showed that in these classes examined, eighty-five per cent. of the girls remain at home and read good books, and *only one-third of the boys ever read at all.*

Night Schools.

The stress and demands of home life are persistently calling our youth out of the schools to enter the ranks of the wage-earners before they have acquired an education sufficient to fit them for the duties of adult life. In very many cases they are young people of the finest character and ambition, and quit school work only under compulsion. Would it not be a wise and laudable enterprise to establish a free night school for those boys and girls who would be willing to profit by such an opportunity. In a session from October to March, three nights in the week, it would be the means of scattering great good in the community.

School Room Decoration.

The extent to which school room decoration is practiced in Northern cities is little known and perhaps undreamed of in the South. The subject has enlisted the active interest of school

boards, teachers, parents, and artists in a way that was not thought of twenty years ago. Large manufacturing plants have sprung into existence whose sole purpose is to supply schools with copies of art works in pictures, casts, and statuary. School room decoration leagues have been formed in many cities among the patrons of the schools to provide means for supplying school rooms with copies of great paintings, with pictures of famous historical characters, and in many instances with original works of art. There are loan collection leagues whose purpose is to provide works of art for temporary exhibition in school rooms of public schools.

Those who are interested in this work remember that children spend a large part of their waking lives within the schools. They are mindful that a large portion of children come from humble homes where there is an absence and lack of beautiful things. They know how human lives are lifted into purer and better living under the influence of art, and that children sitting in daily contact with pictures of the great men and events of history will be inspired with higher ideals of character.

Through the generosity of our citizens we have been enabled to make a start in this line of school improvement. We have on the walls of Howell School one hundred large mounted pictures twenty-four by twenty-eight inches in size, done by the best makers of pictures of Europe. These are copies of the most famous works in painting, sculpture and architecture. They illustrate school work in Geography, History, Literature, Poetry and Mythology.

The list of these pictures we give below, so that the teachers may have the subjects at their command when they would use the pictures in illustrating their work.

SEEMANN'S PICTURES FOR THE WALLS OF SCHOOL ROOMS.

PART I.—Temple of Neptune at Paestum. The Roman Forum. Raphael's Sistine Madonna. Leonardo da Vinci's Last Supper. Laocoon. Capital of a Corinthian Column. Pavilion of the Dreden Zwinger. The Otricoli Head of Zeus. Menzel's Frederick the Great at Sanssouci. Court of the Castle of Heidelberg.

PART II.—The Rondanini Medusa. Head of Homer in the Museum of Naples. Statue of Augustus in the Vatican (from Livia's Villa). The Golden Gate at Freiberg. The Cathedral of Florence. Madonna by Andrea della Robbia. Correggio's Holy Night. Rethel's The Swiss Praying Before the Battle of Sempach. Lenbach's Portrait of Bismarck.

PART III.—The Ludovici Hera. Praxiteles' Hermes as restored by Schaper and Ruehm. The Belvedere Apollo. Figures from the Choir of the Cathedral of Naumburg. Michael Angelo's Pieta. The Abbey Church on Lake Laach. The Schoener Brunnen and Church of Our Lady at Nuremberg. Durer's Adoration of the Trinity Allerheiligenbild. Holbein's Portrait of Lady Jane Seymour. Rembrandt's Portrait of Himself in the Pitti Palace.

PART IV.—The Erechtheum, a restoration. The Pantheon. Interior of the Cathedral of Cologne. Interior of the Amphitheatre of Verona. The Minerva Medica. Thalia. Cavalry from the Frieze of the Parthenon. Guido Reni's Aurora. Rubens' Emperor Theodosius and St. Ambrose. Titian's Portrait of his daughter Lavinia.

PART V.—Basilica of St. Paul's Without the Walls at Rome. Court of the Doge's Palace at Venice. Exterior of St. Peter's at Rome. The Resting Hermes in the Museum of Naples. Statue of Sophocles in the Lateran Museum of Rome. Michael Angelo's Moses. Rietschel's Statues of Goethe and Schiller together. Feuerbach's Iphigenia. Preller's Ulysses and the Cattle of the Sun.

PART VI.—Menelaus and Patroclus. Paeonius' Statue of Victory, restored. Reliefs from Lorenzo Ghiberti's second Bronze Doors of the Baptistery at Florence. Charity by Paul Dubois. Corner of the Parthenon, a model by Professor G. Niemann. Interior of St. Michael's at Hildesheim. Riccardi Palace, originally Medici, at Florence. Interior of St. Peter's at Rome. Murillo's St. Anthony and the Infant Jesus. Frans Hals' Banquet of the Jorisdoolen.

PART VII.—The Court of Lions in the Alhambra. Cathedral of Limburg on the Lahn. Church of St. Charles Borromeo at Vienna. Vischer's Tomb of St. Sebald in Nuremberg. Equestrian Statue of Marcus Aurelius at Rome. Andrea del Verrocchio's Equestrian Statue of Colleoni. Schlueter's Equestrian Statue of the Great Elector. Botticelli's Madonna and Angels. Part of Paul Veronese's Banquet in the House of Levi.

PART VIII.—The Rome. Ionic Ordre, Mausoleum of Halicarnassus. Pavillon of the Louvre, Paris. The Emperor's Palace at Strassbourg. Tombstone of Ameinokleia. Voltaire, by Houdon. Head of a Dying Warrior, by A. Schluter. The Blessing of Jacob, by Rembrandt. The Four Apostles, by Durer.

PART IX.—St. Justina, by Moretto. Angel Citadel at Rome, Tomb of Hadrian. Interior of the Pantheon. Palazzo Vecchio at Florence. Venus of Milo. Diana of Versailles. Hebe, by Thorwaldsen. Carved Altar at Kaufbeuren. St. George, by Donatello. Church St. Elizabeth at Marburg, interior. Landscape with Waterfall, by Ruysdael.

PART X.—Town Hall at Bremen. Cathedral at Rheims. Courtyard of Royal Castle at Berlin. Hekate Relief, Pergamone. Monument of the Princesses of Mecklenburg, by Schadow. Descent from the Cross, by Rubens. Apocalyptic Horseman, by Cornelius. The Knight of Falkenstein, by M. Von Schwind. Charles I., by Van Dyck. Napoleon I., by Delaroche.

But we wish to do more on this line. We would see every room supplied with pictures, paintings, statuary and casts until

the boys and girls of the Howell School shall be permitted to spend their school days in an atmosphere that will refine their spirits, purify their tastes, and inspire them to higher and nobler living.

Magazines.

During the last two years we have had, through the kindness of many friends of the schools, the pleasure to give out in free distribution about eighteen hundred periodicals. These went into homes in many instances never visited by a magazine. Could the donors see the eagerness which children exhibit when the magazines are taken to the rooms for distribution, they would be glad of such an opportunity to scatter pleasure and good at the same time.

We wish it were possible for every home in Clarksville that has second-hand literature to recognize the good to come from making the schools the agent to place their periodicals in other homes.

If the readers of this paragraph have literature they wish to distribute in the above manner, they have only to advise the management of the schools.

The writer of these lines has intense desire to promote reading among the young, and would take occasion to say to parents who have children fond of reading and who have not the books, that he will esteem it a pleasure to assist to procure suitable books.

Centennial of Louisiana Purchase.

The citizens of St. Louis propose to hold an International Exposition in 1903 to commemorate the purchase of the territory west of the Mississippi by Thomas Jefferson in 1803. With the experience of three recent great expositions before them, and with unlimited millions at their command, it is fair to expect that all efforts in this line will be surpassed at St. Louis.

Gentlemen recently in conversation about the contemplated exposition, suggested that it would be a laudable enterprise and altogether feasible, to take two hundred of the brightest children in the schools to visit the exposition. It would be an event in their lives that would be almost equal to a liberal education, and that would give them a nobler and loftier conception of their

citizenship in this great republic. And the influence of the visit would be felt in the schools long after the exposition had passed into history.

It is too soon to enter upon a discussion of details, but we believe the suggested project deserves the thought and encouragement of the Board of Education.

Practical Education.

Practical education has become a subject of wide-spread interest among the most thoughtful people constituting school authorities. Courses of manual training are being adopted in one city after another. And it has come to be thought a wise and proper thing to give some election of studies to pupils who express their determination not to prosecute their education beyond the public High School. For a single instance, would it not be difficult to successfully maintain the desirability or utility of the pursuit of Algebra to a pupil of the above class.

Would it not result in far greater good to such pupils to allow them the privilege, if desired, of spending the time given to Algebra in reviewing Arithmetic or Book-Keeping or any of the English studies?

Summer Schools.

In the larger cities there has come the belief that one of the most beneficent uses of the idle school properties might be sought and found in the Summer School. Three-fourths of the children of the schools cannot get away for the summer, and are compelled to spend their time on the streets. In the cities where the subject has come under practical and substantial consideration, the children who desire the teaching assemble at the various buildings during only the morning hours, where they are taught, the boys in the use of tools, and the girls along lines peculiar to the needs of the household. These have been carried on in connection with the most interesting forms of games and physical exercises. Teachers gladly volunteer for the work for half their usual salary.

The result so far has fixed the attention of educators most favorably upon the Summer School.

Professional Scholarship.

The movement for a required higher grade of scholarship among those seeking to be teachers is pronounced and active. The standards are being raised in Normal schools, examinations in County and State Institutes have become more rigid and searching. In very many cities where more lucrative positions are offered, it is demanded that all applicants shall be graduates of approved Normal schools, or colleges, or universities. It is not believed that intellectual attainment alone will make a successful teacher, for it cannot be overlooked that personal magnetism and patience, and self-control and firmness, and love for children and for the teacher's work, are essentials. But these being given, the teacher who has the broadest general culture has treasures to lay before the pupils that the uncultured teacher does not know of, and cannot appreciate, and which are added guarantees of success.

With many thanks to teachers and to the Board of Education for courtesies and support in our work, this report is respectfully submitted.

J. W. GRAHAM, Superintendent.

BLUE RIBBON PUPILS

Of Howell School, June 1st, 1901.

Names of children in Howell School dismissed May 24th, exempt from final examination, whose yearly average was 90 per cent. and over on the three quarterly examinations:

Pearl Gill, 94.	Mary McGehee, 90.	Gertrude Hopson, 97.
Stella Slattery, 95.	Mary Smith, 90.	Mamie Madison, 98.
Mollie Goldstein, 92.	Ruby Daughtry, 90.	Annie Davis, 98.
Irma Unger, 93.	John Daniel, 91.	Marjorie Couts, 93.
Minnie Rosson, 91.	Florence Scott, 94.	Elva Nichols, 96.
John Wright, 94.	Nannie Warfield, 94.	Emmalena Turnley, 96.
Maurice Stratton, 93.	Earl Harrison, 91.	Agnes Nicolassen, 97.
Mary Warfield, 97.	Will Harrison, 93.	Lena Wood, 93.
Rosa Moore, 90.	Nina Welsh, 90.	Harrison Givens, 96.
Rhea Rutherford, 92.	Mamie Jarrell, 92.	John Gaggstatter, 95.
Sara Cunningham, 92.	Eva Pearce, 90.	Ned Farrar, 90.
Colas Meriwether, 93.	Leslie Gossett, 92.	Oscar Beach, 90.
Sallie Neblett, 95.	Lytle Whitfield, 94.	Elmis Allen, 90.
Henry Averitt, 95.	Harry Goldberg, 95.	John Catlett, 93.
Lauren Askew, 93.	Edwin Bates, 94.	Ellen Hyman, 94.
Petinka Bailey, 95.	Edwin Stacker, 95.	G. T. Smith, 92.
Mary Burney, 98.	Sara Catlett, 98.	Edmund Mabry, 99.
Benjamin Gold, 98.	Alice Stafford, 96.	Lillie Jollie, 99.
Clara Burney, 98.	Sara Gill, 91.	James Gill, 96.
Nannie Northington, 98.	Juddie Pearce, 96.	Ruby Davidson, 95.
Mary Fogartie, 98.	Sara Winn, 95.	May Miller, 95.
Annie Dean, 94.	Mattie Beach, 93.	Buck Williams, 95.
Tandy Mimms, 91.	Mary Wilson, 93.	Eddie L'armer, 95.
Ellen Barker, 93.	Bessie Acree, 93.	Will Tanner, 94.
Clara Roach, 93.	Louise Gold, 94.	Guthrie Bryant, 94.
Bernice Bettman, 97.	Joe Abbott, 94.	Maddux Scruggs, 94.
Ralph Westenberger, 95.	Tyler Miller, 95.	Doll Goosetree, 93.
Nannie Chestnut, 93.	Edmund Turnley, 93.	Mollie Cooke, 93.
Dudley Marable, 93.	Annie C. Turnley, 90.	Clara Pearce, 93.
Jessie Lee Hodgson, 91.	Ella Rye, 91.	Minnie Davis, 92.
Daisy Haynes, 92.	Lillian Staton, 96.	Bessie Moore, 92.
Lillie Hawkins, 90.	Alice Dickson, 96.	Edna Leech, 92.
Albert Rosenfield, 93.	John Ford, 90.	Rena Jolly, 92.
Louis Johnson, 92.	John Couts, 96.	Jach Scales, 92.
Amy Kleeman, 95.	Howard Smith, 99.	Madeline Whitfield, 92.
Alice Manning, 93.	Roy Meacham, 97.	Gribble Shoemaker, 91.
Charlie Warfield, 96.	Will Bratton, 96.	Ruth Brunson, 91.
Jessie Lyons, 93.	Gilbert Wilson, 98.	Louise Harrison, 90.
Tom Johnson, 96.	Earl Young, 95.	Louise Wilson, 90.
May Collier, 90.	Claude Chestnut, 96.	Maude Rutherford, 90.
Leon Taylor, 90.	Mamie Manning, 98.	Marie Westenberger, 90.
Henry Bryant, 90.	Maude Meacham, 97.	Frank Cunningham, 90.
Haywood Smith, 90.	Ruth Burchett, 98.	Sam Neblett, 90.
Fred Dye, 90.	Annie Mai Rudolph, 98.	Mary Bowne, 90.
Ruth Whitfield, 90.	Lena Page, 98.	Georgie Johnson, 95.
	Delia Ellarson, 97.	

GRADUATES OF HIGH SCHOOL.

CLASS OF 1881.

Miss Lula Lovell (Mrs. Coke.)	Mr. Walter Kincannon.
Miss Amanda Shackelford (Mrs. Mc- Clure.)	Mr. Sam Hyman.

CLASS OF 1882.

Mr. Percy Perkins.	Mr. Willie Porter.
Mr. Lewis Shackelford.	

CLASS OF 1884.

Miss Lula Slaughterbeck (Deceased.)	Miss Mamie Bates (Mrs. Hamlett, Deceased.)
Miss Jennie Whitaker.	
Miss Myra McKay (Mrs. Harned.)	Mr. Irwin McManus.
Miss Mattie Rudolph (Mrs. Smith.)	

CLASS OF 1885.

Miss Birdie Shackelford (Mrs. Gray.)	Miss Carrie Lockert (Mrs. Sleeper.)
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CLASS OF 1886.

Miss Clemmie Atkins (Mrs. Jones.)	Miss Blanche Lieber.
Miss Eva Homer (Mrs. Smith.)	Miss Georgia Ramey.
Miss Minnie Herndon (Mrs. Lyle.)	Miss Laura Schrodt (Mrs. Lindsay.)
Miss Daisy Kleeman.	Miss Kate Wilson (Mrs. Wilson.)
Miss Hattie Yancey (Mrs. Strayer.)	Mr. Linnie Tarpley.

CLASS OF 1887.

Miss Eva Rosenfeld.	Miss Ada Trawick.
Miss Cora Caldwell.	Miss Adelia Clifton.
Miss Ina Coleman (Mrs. Maxey.)	Miss Hattie Frazier (Mrs. Solomon.)
Miss Krissie Johnson (Mrs. Stewart.)	Miss Kathleen O'Brien.
Miss Fannie Neblett (Mrs. Ely.)	Miss Nannie Wyatt (Mrs. Jackson.)
Miss Lizzie Ramey (Deceased.)	Mr. C. E. Lockert.
Mr. R. S. Brunson (Deceased.)	Mr. H. P. Pickering.
Mr. T. F. Pettus, Jr.	Rev. A. M. Trawick, Jr.

CLASS OF 1888.

Miss Sumner Campbell (Mrs. Brown.)	Miss Emma Ingram (Mrs. Benson.)
Miss Sallie Fox.	Miss Mattie Lieber (Mrs. Rosenfeld.)
Miss Alice Carkuff (Mrs. Luck, Dec.)	Miss Blanche O'Brien (Mrs. Hodgson.)
Miss Lucy Moore (Mrs. Garth.)	Miss Janie Homer (Mrs. Dibble.)
Miss Annie Leavell (Mrs. Gardner.)	Mr. Simon Rosenfeld.
Miss Madge Graham (Mrs. Givens.)	Mr. Heulin Ely.
Miss Marion Yates.	Mr. Louis Daniel.

CLASS OF 1889.

Miss Maggie Neblett.	Miss Mattie Neblett (Mrs. Brown.)
Miss Alice Byers (Mrs. Beach, Dec.)	Miss Mary Gilbert.
Miss Corinne Northington (Mrs. Norman Smith.)	Miss Celia Rosenfeld (Mrs. Sebold.)
Miss Inez Whitfield (Mrs. Howe.)	Miss Georgia Munro (Mrs. Manly.)
Miss Maude Clifton (Mrs. Hamlett.)	Miss Kate Bringhurst (Mrs. Clark.)
Mr. Thos. McCulloch (Deceased.)	Dr. John Beach.

POST-GRADUATES OF 1889.

Miss Madge Graham.	Miss Adelia B. Clifton.
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CLASS OF 1890.

Miss Kate Herndon.	Miss Georgie Ingram (Mrs. Dickey.)
Miss Margie Byers.	Miss Gertrude Clifton (Mrs. Gill.)
Miss Maggie Welch.	Miss Jennie Larkin (Mrs. Hord.)
Miss Ethel Hurst (Mrs. Green.)	Mr. William Daniel.
Mr. Charles Cooke.	Mr. Ed. Kleeman.
Mr. Jesse Ely.	Mr. Ben. Williams.

CLASS OF 1891.

Miss Bettie Glick (Mrs. Baum.)	Miss Carrie Cooke.
Miss Edna Swan.	Miss Ruby Joseph (Mrs. Kahn.)
Miss Eva Boone.	Miss Stella Ritter (Mrs. McNeal.)
Miss Lelia Ford (Mrs. Robinson.)	Miss Bertha Read (Mrs. Jones.)
Miss Lillian Conroy.	Miss Ruth Pugh (Mrs. Bond.)
Miss Ruth Neblett.	Miss Sallie Cunningham (Mrs. Townsend.)
Miss Olivia Neblett.	Miss Lula Strain.
Miss Anna Pettus (Mrs. Coleman.)	Miss Susie Shelby (Mrs. Hughes.)
Miss Maude Lander.	Miss Irene Menefee (Deceased.)
Miss Bertha Emery.	Miss Ruth Hattler (Mrs. Cornelius.)
Miss Mamie Moseley (Mrs. Deaderick.)	Mr. Adair Lyon.
Miss Annie Williams (Mrs. Hollingsworth.)	Mr. Stuart Lupton.
Miss Tula Warfield (Mrs. Price, Deceased.)	Mr. Dan Slattery.
	Mr. Edgar Fox.
	Mr. William Lockert (Deceased.)

CLASS OF 1892.

Mrs. Ruby Jones.	Mr. Howard Daniel.
Miss Fannie Boyd.	Mr. Clarence Major.
Miss Ethel Collier (Mrs. Dixon.)	Mr. Emmett McCulloch.
Mr. Ed. Cook.	Mr. Pat Stacker.
Mr. Maury Daniel.	Mr. John Cunningham.

CLASS OF 1893.

[Another Grade added this year.]

Miss Fannie Boyd.	Miss Willie Walthall (Mrs. War-
Miss Ruby Jones (Mrs. Pollard.)	field.)
Miss Ethel Collier (Mrs. Dixon.)	Mr. Clarence Major.
Miss Florence Moore.	Mr. Garland Brunson.

CLASS OF 1894.

Miss Laura Atkins.	Miss Minnie Walthall (Mrs. Bell-
Miss Ila Pugh.	amy.)
Miss Bessie Bourne.	Miss Annie Davis (Mrs. Manning.)
Miss Ella Pulley.	Miss Georgia Neblett.
Miss Daisy Whitfield (Mrs. Meri-	Miss Winifred Emery (Deceased.)
wether.)	Miss Annie Rutherford (Mrs. Car-
Miss Stella Glick.	nahan.)
Miss Yetta Katz.	Mr. Robert Eleazer.
Mr. Bert Graham (Deceased.)	Mr. Arthur Emery.

CLASS OF 1895.

Miss Nellie Williams (Deceased.)	Miss Dalse Brandon.
Miss Mattie Collier.	Miss Julia Neblett.
Miss Susie Coulter.	Miss Willie Neblett.
Miss Carrie Dean.	Mr. Clarence Ely.
Mr. Wyckliffe Rossiter.	

CLASS OF 1896.

Miss Minor Daniel (Mrs. Neblett.)	Miss Lennie Meriwether.
Miss Lillian Whitfield.	Miss Maggie Slattery.
Miss Alice Fox.	Miss Edith Joseph.
Miss Emma Wolfe.	Miss Sallie Neblett.
Miss Ada Small.	Miss Jessie Graham.
Miss Lila Johnson.	Miss Pearl Clark.
Miss Lady Cunningham.	Miss Hattie Jesup (Mrs. Cunning-
Miss Nora Killebrew (Mrs. Raw-	ham.)
lings, Deceased.)	Mr. Roy Smith.
Mr. Sam Northington.	Mr. Douglas Marable.

CLASS OF 1897.

Miss Mai Glick.	Miss Esther Barksdale (Mrs. Wooten.)
Miss Lottie Gholson (Mrs. Carsey.)	Miss Janie Hodgson.
Miss Mattie Hodgson.	Miss Jennie Bradley (Mrs. Edge.)
Miss Kate Whitfield.	Miss Rosa Whitfield (Mrs. Janes.)
Miss Jennie Williams.	Miss Lena Young.
Miss Lizzie Wright.	Miss Ella Neblett.
Miss Helen Wilcox.	Miss Willie Elliott.
Miss Eliza Emery.	Miss Lee Sybert (Mrs. Cleveland.)
Miss Sarah Johnson.	Miss Kate Hightower.
Miss Lena Glick.	Mr. Robert Bailey.

CLASS OF 1898.

Miss Anna Wright.	Mr. Sterling Northington.
Miss Edna Walsh.	Mr. Jesse Frey.
Miss Addie Jesup (Mrs. McGehee.)	Mr. Wm. H. Parker.
Miss Ethel Averitt.	Mr. Prentiss Pugh.
Miss Lillian Jones (Mrs. Meeks.)	

CLASS OF 1899.

Miss Grace Irving.	Miss Pauline Westenberger.
Miss Ruby Collier (Mrs. Kennedy.)	Mr. Jesse Parker.
Miss Ruby Reese.	Mr. Roy Daniel.
Mr. Warren Ely.	Mr. Ben Clifton.
Mr. Henry Lawrence.	Mr. Horace Ritter.

CLASS OF 1900.

Miss Dora Gholson.	Miss Sadie Macon.
Miss Mabel Edmondson.	Miss Hardy Goosetree.
Miss Emma Reese.	Miss Clara Gaisser.
Mr. Walton Barker.	Mr. Coulter Neblett.
Mr. Dick Johnson.	Mr. Charles Crum.

CLASS OF 1901.

Miss Sara Coulter.	Miss Alice Pickering.
Miss Ruth Lyle.	Miss Stella Nichols.
Miss Marian Neblett.	Miss Grace Sawyer.
Miss Emma Talley.	Miss Ruby Ward.
Miss Nellie Moore.	Miss Myrtle Allen.
Mr. Frank Gauchat.	Mr. Minor Bland.
Mr. Henry Drane.	Mr. Rodland Pugh.
Mr. Howard Marable.	Mr. Sam Moore.

SCHOLARSHIPS

In the Southwestern Presbyterian University for the year beginning September, 1901.

Mr. William Parker.	Mr. Frank Gauchat.
Mr. Jesse Parker.	Mr. Minor Bland.
Mr. Charles Crum.	Mr. Rodland Pugh.
Mr. Walton Barker.	Mr. Sam Moore.
Mr. Ben Clifton.	Mr. Howard Marable.

APPENDIX.

Containing Course of Study, Text-Books, Location of Buildings, Statistics, School Laws, Organization, Etc.

COURSE OF STUDY.

PRIMARY DEPARTMENT.

FIRST YEAR.

THE ELEMENTS OF READING AND SPELLING, WRITING, SINGING, ARITHMETIC, DRAWING AND OBJECT LESSONS.

Reading—First quarter, teach from the board and charts; second quarter, from Stickney's First Reader. Have children to tell orally the contents of Lessons in Reader.

Spelling—All words occurring in all lessons; oral elements, pronunciation.

Writing—Correct form of all letters in script; proper spaces between words in a sentence.

Arithmetic—First term, rely on objects to give true notion of number; principles of addition and subtraction with objects.

Singing.

Drawing—Drawing from the black-board; Drawing Cards, second term.

Object Lessons—Lessons on the dimensions, properties, and qualities of things. Memory gems supplied by teacher.

SECOND YEAR.

READING, SPELLING, WRITING, ARITHMETIC, DRAWING.

Reading—Stickney's Second Reader; special attention to pronunciation, meaning of words and sentences, emphasis.

Hyde's English, No. 1.

Spelling—All words occurring in all lessons; Stickney's Primary Speller; diacritical marks; oral elements; analyze words into oral elements, and combine oral elements to form words.

Writing—Correct form of all letters; how to join them; correct spacing; Practice Writing Book.

Arithmetic—Second Grade Lessons in Arithmetic; adding by 2's, 3's, 4's, etc., to 100 for busy work. Use fraction blocks, foot rule, yard measure, liquid measure, weights, every week.

Drawing—Drawing from the black-board. No. 1 Drawing Book.

Manners—At School.

Gems of Poetry.

Supplementary Reader.

Long's Home Geography.

THIRD YEAR.

READING, WRITING, SPELLING, ARITHMETIC, GEOGRAPHY, PUNCTUATION, COMPOSITION, DRAWING.

Reading—Stickney's Third Reader. Teachers will require pupils to bring written answers to all questions at end of lessons in Reader, in Third, Fourth and Fifth Grades, a neat collection of such answers to be handed the Superintendent at the end of each quarter. Require full and intelligent explanation of the subject matter of the lesson; fluency in reading, correct punctuation, proper modulation, emphasis. Direction to be pursued in writing a story in class room: The story having been read—the teacher will ask four or five pupils to give the opening sentence—select the best and place it on the wall—ask four other pupils for next sentence—select best, then place on the wall. Continue this method until story is written. Drill on the words of a lesson before reading it.

Spelling—All words in all lessons; Stickney's Primary Speller; use of diacritical marks; define and use words in sentences which occur in regular spelling lesson. Check off and omit words of your Speller work that should not be given to Third Grade children. Teachers should not take the time to give words they know all children can spell. This direction must apply also in Fourth and Fifth Grades.

Writing—Eclectic Copy Book No. 1.

Arithmetic—Third Grade Lessons in Arithmetic. See directions in Second Grade regarding fraction blocks, etc.

Geography—Frye's Primary Geography. Pupils must write compositions on the pictures of the Geography, getting information from all possible sources.

Punctuation—The names of all punctuation marks, and the use of the period, question mark and mark of exclamation.

Hyde's English, No. 1.

Composition—Read a short story every week, and have pupils reproduce it in writing. One transposition a week.

Drawing—Drawing Book No. 2, each term.

Gems of Poetry.

Declamation and Recitation.

Manners—On the street; at school. Teachers will use Miss Edith E. Wiggin's Lessons on Manners.

Bible Chapter—Matt., Chap. II.

Supplementary—Primary U. S. History.

Teachers in all grades should endeavor to procure and leave something every year for the permanent use of the grade they teach.

INTERMEDIATE DEPARTMENT.

FOURTH YEAR.

READING, WRITING, SPELLING, ARITHMETIC, PUNCTUATION,
COMPOSITION, GEOGRAPHY, DRAWING.

Reading—Stickney's Fourth Reader.

Mental Arithmetic to 30th page.

Spelling—All words in all lessons; Stickney's Speller No. 2; use the diacritical marks; define and use words in sentences occurring in Spelling lesson.

Metcalf's English No. 1.

Writing—Great attention to correct position of body, hand, and pen. Copy Book Nos. 2 and 3.

Arithmetic—Wentworth's Elementary. See directions in Second Grade regarding fraction blocks, etc.

Punctuation and Composition—Teach together, usually, by having pupils reproduce a story or historical sketch read in their hearing. Require pupils to correct each others' papers. Pupils

should be able to point out nouns, verbs, adjectives and adverbs, and have general knowledge of how to use all punctuation marks. Pupils must use dictionary. Transposition once a week.

Geography—Frye's Primary Geography completed.

Drawing—Drawing Book No. 3, each term.

Declamation and Recitation.

Gems of Poetry.

Manners—At church; in the street.

Studies in lives of Adam, Eve, Cain, Abel, Noah, Washington, Franklin, LaFayette, Jackson. Teachers in Fourth and following grades will take up these studies in the lives of great characters in order, having one each month, furnishing material or directing pupils how to procure it.

Bible Chapters—Luke, Chap. II.; Mark, Chap. I., 13 verses.

FIFTH YEAR.

READING, SPELLING, WRITING, ARITHMETIC, GRAMMAR, PUNCTUATION, COMPOSITION, GEOGRAPHY, DRAWING.

Reading—Stickney's Fifth Reader.

Spelling—All words used in lessons; Stickney's Speller No. 2; follow all instructions given under fourth year course.

Arithmetic—Wentworth's Elementary. See directions in Second Grade regarding fraction blocks, etc.

Grammar—Metcalf's English No. 1. Teachers will attend to teaching parts of speech and lists of prepositions, pronouns and conjunctions.

Composition—Letter-writing, bills and receipts.

Mental Arithmetic—From 30th to 60th page.

Punctuation—Require all compositions to be properly punctuated; have pupils explain use of punctuation marks in reading lessons.

Geography—Frye's Advanced Geography, treated topically. Use globes and wall maps, have appropriate books of travel read; encourage pupils to collect useful facts bearing on the subject under discussion. See directions in Third Grade. Collect material to illustrate work.

Physiology—Cutter's Introductory.

Drawing—Drawing Book No. 4.

Writing—Copy Book No. 3.

Gems of Poetry.
 Declamation and Recitation.
 Manners—In visiting; at church.
 Studies in lives of Abraham, Jacob, Joseph, Moses, David,
 Solomon, Elijah, Elisha, Esther, Daniel, Paul.
 Bible Chapters—23d Psalm; Luke, Chap. 15; 1st Psalm.

GRAMMAR DEPARTMENT.

SIXTH YEAR.

READING, ELOCUTION AND DECLAMATION, SPELLING, WRITING,
 ARITHMETIC, GRAMMAR, COMPOSITION,
 GEOGRAPHY, DRAWING.

Reading—Johnson's Fifth Reader.
 Spelling—Stickney's Speller No. 2.
 Arithmetic—Wentworth's Practical Arithmetic. In working with bills of sale, receipts, checks, drafts, bonds, etc., teachers will, in every instance, try to secure the actual blank forms used in business.

Grammar—Metcalf's Grammar.

Primary History of the United States—Lee's.

Composition—Business forms and letters; compositions requiring a change from poetry to prose; compositions after a given model; descriptions of pictures, landscapes, etc.

Geography—Frye's Advanced Geography completed; follow directions in third and fifth years.

Mental Arithmetic—From 60th to 90th page.

Drawing—Drawing Book No. 5.

Gems of Poetry.

Writing—Copy Books 4 and 5.

Bible Chapters—Psalms 8th, 19th, 90th.

Declamation and Recitation.

Manners—To old people; in visiting.

Studies in lives in American Revolution, Patrick Henry, Franklin, Washington, July 4th, 1776, John Adams, Thomas Jefferson, Alexander Hamilton, LaFayette, Benedict Arnold, Saratoga, King's Mountain, Yorktown.

SEVENTH YEAR.

READING, ELOCUTION AND DECLAMATION, SPELLING, WRITING,
ARITHMETIC, GRAMMAR, COMPOSITION, PHYS-
IOLOGY, BOOK-KEEPING, DRAWING.

Reading—Johonnot's Geographical Reader.

Spelling—Stickney reviewed.

Arithmetic—Wentworth's Practical through Discount.

Grammar—Metcalf completed.

Composition—Prepare a list of objects requiring pupils to describe process of making them, as lime, iron, etc.; short biographical sketches; letters of friendship and of business, bills of purchase and receipts, once a week.

Physiology—Cutter's Intermediate Physiology, first five months.

History of Tennessee—McGee's.

Mental Arithmetic—From 101st to 140th page.

Drawing—Drawing Books 6 and 7.

Gems of Poetry.

Writing—Copy Books 6 and 7.

Declamation and Recitation.

Instruction in reverence for sacred things.

Studies in American biography. James Madison, Commodore Perry, Winfield Scott, Andrew Jackson, Henry Clay, Daniel Webster, John C. Calhoun, Abraham Lincoln, Robert E. Lee, Stonewall Jackson.

Bible Chapters—Matt., V., VI., VII.

HIGH SCHOOL.

EIGHTH YEAR.

Arithmetic—Wentworth's Practical.

History—Lee's United States.

Mental³ Arithmetic—From 90th to 140th page.

Latin—Smiley & Storke.

Book-Keeping—Montgomery.

English History—Montgomery.

Composition—Weekly.

Drawing—Perspective Nos. 7 and 8.

Gems of Poetry.

Writing—Copy Books Nos. 7 and 8.

Declamation and Recitation.

Studies in lives in the Reformation in Europe. Savonarola, John Huss, Jerome of Prague, Melancthon, Martin Luther, John Calvin, Gutenberg, Faust, Wyckliffe, John Knox, Henry VIII.

Bible Chapters—I. Cor., Chap. 13; Gen. I.; Rev. 22.

NINTH YEAR.

Algebra.

Civil Government.

Physical Geography—Second Term.

Universal History.

Latin.

English Literature.

Mental Arithmetic—From 160th to 174th page.

Drawing—Perspective Nos. 8 and 9.

Gems of Poetry—Seventh Grade work.

Composition.

Writing.

Declamation and Recitation.

Studies in the lives of Constantine, Mahomet, The Moors, Charlemagne, Dante, Michael Angelo, Raphael, William of Orange, The French Revolution, Napoleon.

TENTH YEAR.

Latin—Cæsar.

Natural Philosophy.

Rhetoric.

Algebra.

Geometry.

Arithmetic reviewed.

Writing.

Drawing.

Gems of Poetry—Hope, Patriot's Elysium, Step by Step.

Declamation and Recitation.

Studies in the lives of six most famous characters in the Golden Age of Greece; six most important characters in the Augustan Age of Rome.

Course of Nature Study in the Elementary Schools.

Adopted from Horace Mann Model School, Columbia University.

SEASONAL ARRANGEMENT OF SUBJECTS.

GRADE	AUTUMN	WINTER	SPRING
1	Garden work Tree—oak Fruits, especially the apple Squirrel Weather record	Rabbit Tree—pine Effects of frost Forms of water	Condition of the ground and sedi- ment in water Trees—apple and oak Duck Garden work
2	Garden work Trees—sweet-gum and elm Cow Weather record, cloud forms	Tree—spruce Sheep and beaver Rocks in the neighbor- hood Cloud forms, weather	Trees—sweet-gum and elm Chicken and pigeon Action of water on soil in the garden Germination of pea, bean, and squash Garden work
3	Garden work Corn-stalk (special study) Tree—maple Cat	Grain products Flours Cereals Bread and bread mak- ing Simplest facts of diges- tion Tree—cedar Horse, mule, camel	Soil Birds Tree—maple Germination Corn and maple
4	Trees and forests Sycamore especially Wild life in the woods	Dog and relatives of the dog Lumbering Common woods	Trees in the spring Tulip tree especially Lobster (crayfish) crab, and fish
5	Nut trees Oak, chestnut, hick- ory, and beech Nuts	Heat How produced How diffused Some effects of heat	Twig study Hickory, horse-chest- nut, and beech Clams and oysters Snails and slugs
6	Common weeds General field work Different species Pollination of stram- onium Fruit dissemination	Air As an agent of com- bustion Air pressure	Distribution of ani- mals Pollination of some of the early spring flowers
7	Plant societies Distribution of plants	Light Experiments selected from Woodhull's First Course in Science	Frog and toad Local plant societies
8		General physiology of	plants and animals

SUBJECTS THROUGHOUT THE GRADES

GRADE	ANIMAL LIFE	PHYSIOLOGY	PLANT LIFE	WEATHER, SOIL, ETC.—PHYSICAL SCIENCE
1	Squirrel Rabbit Duck	Food in general Chewing Teeth Care of teeth Studied in connection with animals	Garden work in fall and spring Fruits Common fall fruits for market. Apple especially Trees Oak, pine, apple	Weather records at times of typical conditions in fall, winter and spring Effects of frost Upon life " soil " water Forms of water Water Steam Ice Conditions of ground in the spring Muddy water
2	Cow Sheep In connection with clothing Beaver In connection with study of Hiawatha Chicken and pigeon	Care of the body in winter Warmth Care of skin " hair " " nails	Garden work in fall and spring Trees Sweet gum, spruce, elm Germination Pea, bean, squash	Weather record at times of typical conditions Rocks in the neighborhood Prominent mineral in the rocks Evaporation—reviewed Cloud forms, fog. Kind of day associated with particular cloud forms Action of rain on soil bank
3	Cat Characteristics Value in home and in grain field Horse, mule, camel (Beasts of burden in transportation of food) Birds (Perchers studied from living birds in class-room) Robin, starling, grackle, and other familiar birds	Foods Bread and bread making Corn foods Cereals Vegetables Simple ideas of how these are digested	Garden work in the fall Corn-stalk especially studied Germination Corn, wheat and maple Raise rice and barley in class-room Trees Maple, cedar	Soil in the garden Work of rain Service of plants in binding soil Substances of which soil is composed Examine garden soil Examine soil near rocks in the open field Soil covers Earthworm castings

GRADE	ANIMAL LIFE	PHYSIOLOGY	PLANT LIFE	WEATHER, SOIL, ETC.—PHYSICAL SCIENCE
4	Dog Characteristics Relatives { wolf { coyote { fox In connection with hunt- ing centers Fish, lobster, crab In connection with fishing centers	Out-of-door life value of exercise	Trees and forests Common trees in neighborhood 1. Appearance in different sea- sons 2. Growth Care of trees Woods—ways of cutting and uses— Method of cultivating clear wood Trees—sycamore and tulip	Water power—falling or running water Grist-mill Saw-mill Steam power Water expanded into steam Simple experiments
5	Clam, oyster Snails and slugs Oyster and clam connected with study of oyster and clam industry	Animal heat Ventilation (See heat outline)	Nut trees Oak, chestnut, hickory, beech Appearance at different seasons Distinguish prominent species of each kind of nut tree Nuts Where obtained—culture Industrial relation	Heat How produced How diffused Some effects
6	Distribution of mammals (See special outline)	Breathing In connection with study of the air	Common weeds What constitutes a weed? Ten or twelve of the common weeds in neighborhood Relation of weeds to agriculture Flower in the fall or spring Principal organs Pollination	Air An agent of combustion Physical properties
7	Frog and toad Salamander and lizard	Care of eyes and sight In connection with Light	Plant societies and plant distribu- tion (See more detailed outline)	Experiments in light Adapted from Professor Wood- hull's First Course in Science
8	General physiology of plants and animals			

TEXT BOOKS.

Speller—Stickney.
Readers—Stickney.
Arithmetic for Second and Third Grades—Graham.
Arithmetic for Fourth and Fifth Grades—Wentworth.
Arithmetic for Sixth, Seventh and Eighth Grades—Wentworth.
Geography—Frye, Two Books.
Grammar—Metcalf's Elementary and Practical.
Physiology—Cutter's.
History of the United States—Lee.
Elementary History of the United States—Lee.
History of Tennessee—McGee.
Geographical Reader—Johonnot.
History of England—Montgomery.
Drawing—Webb, and Electric.
Algebra—Fisher & Schwatt.
Geometry—Wentworth's Plane.
Rhetoric—Williams.
Universal History—Quackenbos.
Physical Geography—Maury.
Book-Keeping—Montgomery.
Dictionaries—Worcester and Webster.
Elementary English—Hyde's No. 1.
Latin—Smiley & Storke.
Natural Philosophy—Gage.
English Literature—Blaisdell.
Civil Government—Peterman.

LOCATION OF BUILDINGS, ETC.

Howell School.

North side Franklin street, between Fifth and Sixth streets; lot 160 by 425 feet; value, \$12,000; built 1879; cost \$10,000; three stories; sixteen rooms; 670 seats.

Colored School.

North side of Franklin street, at the limit of city corporation; lot 187 by 375 feet; value, \$6,000; built 1879; cost \$5,000; two and one-half stories; fourteen rooms; 690 seats.

MANUAL OF DISCIPLINE.

1. Teachers should not waste the time of classes:
 - (a) Do not ask pupils where the lesson is—it is the duty of teachers to know.
 - (b) Do not waste time in placing chalk on the wall after the class is ready for work.
 - (c) Let every pupil have his regular place at the board, the most convenient to his seat, and not be permitted to take any other place.
 - (d) If papers are to be collected, let them be passed from the ends to the middle of the class and there be received by the teachers.
 - (e) Let no pupil leave his place to get an eraser.
 - (f) Divide classes into "A" and "B" sections, and send one section to the board at a time. Do not waste time in asking, "Whose turn at the board."
 - (g) Do not waste time in reading per cents in class, and do not permit children to ask for their per cents.

- (h) Do not waste time in reprimanding children for failure in work. A private talk will prove to be far more effectual.
- (i) Be sparing of catch words and catch questions. It is often more economical to spell a difficult word or answer a difficult question than to have it missed by every member of the class.
- (j) The prompt teacher is always ready to order her class, and never loses time in "getting ready."
- (k) Tolerate nothing less than absolute promptness in attendance, in movement, in handing papers, in preparing exercises.
- (l) Do not waste time in repeating questions, in repeating answers, in adding, "That's correct."
- (m) Use drastic measures with the pupil that frequently "has no pencil." It were better that he should continue without a pencil, than that a teacher should stop a class to procure one.

Remember that every minute a teacher loses from indecision or unnecessary delay is twenty minutes of the time of the class gone with absolute loss and beyond repair.

2. No child should be permitted to speak in class without holding up his hand for permission. This is an unfailing mark of good discipline. Teachers are literally at the mercy of the class when children may speak without permission.

3. Children should not be permitted to ask idle and useless questions. Indicate displeasure at the first instance, and demerit in every other.

4. Teachers should never scold. She who is given to scolding wastes time.

5. Teachers should not discuss school matters with pupils, nor should they criticise children before other children.

6. Teachers should always be reasonable and just in requirements. It is better to have two small lessons, than a double lesson repeated.

7. Children should be required to make light writing on the board, small figures, lines straight and not an inch longer than necessary. No writing or marks should be permitted, other than that called for,

8. Hurried blackboard work should not be permitted. It makes erasing more frequently necessary, is a foe to neatness, and fills the atmosphere with chalk dust.

9. Teachers should not make threats, or say before pupils what they intend to do in matters of discipline.

10. No teacher should be guilty of sarcasm or ridicule, or other speech that would tend to nettle or wound. The teacher that can deliberately humiliate a child by reference to natural or acquired or imaginary defects of character or habit has a poor conception of the tremendous responsibility she assumes. It is far better to make the children feel that, in the teacher, they have a warm, tender, sympathetic friend, one who does not look for the self-possession and discretion of mature years in a child.

11. Teachers contemplating transfers should not mention the matter to pupils before having a conference with the Superintendent on the matter.

12. In matters of discipline, one command should be sufficient. Either do not repeat it, or have it obeyed. Quiet, gentle firmness is the key to the situation.

13. Teachers should lay hold on the three cardinal principles of the new education:

A child learns to do by doing.

Never do for, or tell a pupil what he can do or learn for himself.

A pupil only understands what he "sees;" if he cannot see it with his imagination, he must see it objectively. Hence to secure clear, clean-cut, accurate, perfect perception and conception of things, they must be presented objectively. This applies to spelling, arithmetic, grammar, indeed to every study in the course.

14. Teachers are prone to talk too much. When they find they are using a word every time the pupil uses one, it is time to stop and think, whether it is the child or the teacher that is reciting. Certainly it is poor teaching to be constantly interrupting the pupil. The thread of thought in his mind is broken, and the teacher defeats the purpose of the recitation. It is the teacher's business to ask questions, and in as few words as possible.

15. Teachers should be so well prepared for the work of the hour, that there shall be little necessity to take the text-book in

hand. It is a bad mark, if the teacher must always have the book in hand.

16. Teachers must not examine papers during examination.

17. Teachers should always give children a kindly and courteous hearing. This will impress them with their impartiality and fairness. When a child thinks a teacher is unjust, her influence is impaired. She can not afford to have a child hold that impression a day.

18. Children should be permitted to know the offense for which a demerit was given.

19. Children dismissed by request, must remain after school twenty minutes, unless they present notice of sickness, or a statement that they are diseased. These must be detained if they abuse their privilege.

20. Children dismissed from the class room by request, during recitation, must recite after school.

21. Teachers should examine carefully the text-books of the children and earnestly condemn the defacement of their pages. Undisfigured books is one mark of a good teacher.

22. Writing slowly and with care on the board, means good writing and neat figures. Undue haste means the contrary.

23. Recitation rooms should never have chalk or paper on the floor. Tables should be kept in perfect order. Teachers themselves should be models of neatness in their general appearance, and should require children to practice care in their clothing, shoes, hair, and faces. In other words, it is emphatically within the province and duty of teachers to exact a minute regard for cleanliness.

24. Teachers should not send oral word to parents by children in matters of importance. Communication should be made in writing or in person.

25. Teachers should appear to see everything, but if a disorderly incident be observed only by the teacher and pupil, a raise of a finger should be enough to arrest attention. An incident that is practically without influence should not be magnified by the public notice of the teacher to arrest the general attention of the room. A private reprimand afterwards will best subserve discipline.

26. No pupil should be publicly reprimanded from the platform. The teacher should signify by a gesture that she is

displeased, and if necessary should go quietly to the pupil, or beckon him to the platform.

27. Pupils should observe perfect quiet in their seats after entering the room in the morning, and should not be permitted to leave them except from necessity.

28. Every communication between teachers and pupils in matters of discipline should be made in a tone so low as not to be heard by other pupils sitting near.

29. A first indication of displeasure on the part of the teacher should be sufficient, a second indication should be accompanied with demerit.

30. Teachers should avoid lecturing on disorder; action is more efficacious than lecturing. It must be taken for granted that children know what is right, and must be held responsible for not doing it. The disorderly pupil must be suppressed, and that effectually. It is a matter of serious importance. The pupil that arrests the attention of the children for even three minutes, has literally robbed the other pupils of hundreds of minutes of study.

31. Teachers should studiously, carefully, persistently avoid controversy with pupils during study hours.

32. Teachers should not give too much time to preparing for dismissal. They should cultivate alacrity on the part of pupils. Strike the bell for dismissal at the minute—not a half minute before or after.

33. When it becomes necessary for teachers to communicate with pupils at their desks, the interview should be conducted in a whisper. The replies of pupils, and their speeches in asking for information, should be given in a whisper.

34. Pupils should be required to enter, leave, and pass about the room in as quiet a manner as possible. No boy should be permitted for an instant to suppose that he can leave his gentility outside the school with impunity.

35. Impudence or impertinence should not be excused even in the first instance.

36. Teachers should not ask or encourage apologies. If a pupil is ignorant concerning an offense he should be excused, if not ignorant, he should be held accountable.

37. It is a grave failure for teachers to permit their pupils to pass from their rooms in a disorderly manner.

38. Two or more pupils should never be sent to the office together, unless all are concerned in the same incident. A pupil, alone in disorder, should be interviewed alone.

39. Ink wells should not be filled nor boards washed during study hours.

40. Postpone all matters that require investigation to close of school if possible.

41. Teachers in stair halls, in the morning, should prohibit children from stopping to engage them in conversation.

42. Yard teachers should hold in constant recognition the great responsibility that rests upon them in their yard duties. They should not permit their eyes to wander from their watchfulness. Hence they should never or rarely be found standing together. Teachers who can not remain in their feet during recess, are not well enough to be on the yard. The disorder in the yard will always be in exact proportion to the lack of vigilance on the part of teachers.

43. The pupil that is guilty of any improper speech in the yard should not be allowed to play with his fellows for five days.

44. No plays shall be permitted on the yard which injure or soil the clothing of the children.

45. Talking in line on the yard or in stair halls must be prohibited.

46. Teachers should make no change in the general plan of their work without having a consultation with the Superintendent.

47. Teachers should make careful study of every child of each grade, record impressions and conclusions twice a year, and report finally May 1st of each year, on printed blank, as follows, estimating separately for boys and girls:

TRUTHFULNESS.

Number that exaggerate.

Number sensitive about the truth.

Number will falsify to save themselves from wrong-doing.

Number will falsify to win good opinion of others.

HABITS OF SPEECH.

Number tale-bearers.

Number are gossipy.

Number talk for mischief on occasion.
 Number are very talkative.
 Number are profane.
 Number slangy.

BEHAVIOR.

Number are courteous.
 Number rough and boisterous.
 Number respectful to superiors.
 Number tyrannical to their inferiors.
 Number helpful to inferiors.
 Number on a level with their equals.
 Number assume superiority to their equals.
 Number manly, lady-like on the street.
 Number discredit to the school in public assemblies.

MEMORY.

Number remember words readily.
 Number remember rhythmic and jingling lines.
 Number seem to help themselves to remember by association of ideas.

Test the memory of each child, by committing six lines of prose, and six of poetry, twice during the year, and keep a record of test.

Let pupils know the teacher is making this investigation.

GENERAL SUGGESTIONS AS TO METHODS.

1. Let no task be assigned until the method of doing it has been explained, or until the teacher is satisfied that children know how to go about its preparation.

2. Let one-third of division for spelling be devoted to spelling on the book, in Second, Third and Fourth Grades. This will meet the difficulty of sound blindness in many children, and will secure apt and correct pronunciation of the words. During the rest of the division the children should write their spelling lesson from memory, occasionally spelling orally from memory. It has been determined that twenty children can write from memory twenty words, and all be examined and the incorrect spelling checked inside of ten minutes.

3. Teachers should exercise discretion as to the number of words to be committed, being careful not to require an excessive number, and remembering that an "A" class will prepare more words than a "B" class.

4. Children should be required to indicate in speller by some regular mark, as a cross or ring, the words that have been corrected on their tablets in class room. Frequent special drills may be given on these words, or children may be required to copy them several times from their spellers.

5. Children should frequently be required to take their lesson to class written from the speller, with syllables of the words separated by hyphens.

6. All misspelled words in written exercises should be preserved by pupils or teacher, so that they may again be referred to. This is a valuable practice because it involves the study of words embraced in the vocabulary of the child.

7. Above all do not omit any means of labor that will enable the children to know the actual meaning of words.

8. Accept no exercise in class or out of it that has not been done with care.

9. Never pass words to be guessed at. Be sparing of time given to dictation of spelling.

10. Other grades will use these suggestions, omitting the reference to spelling on the book.

11. Teachers should remember that children learn to read by reading. Corrections by pupils should be avoided, as it involves an absolute waste of time. There is no good in having children interrupt the reading by saying, "He left out AND," "She called THE twice," etc.

12. All word and definition studies shall be written on the board, without interrupting the reading.

13. Some children should be at the board, throughout the recitation, reproducing the thought of the lesson from memory. Children who are seated may be permitted quietly to step to the board and underscore any word or expression written incorrectly, or omitted or misplaced capital letter.

14. The teacher, if necessary, should repeat the lesson in few words, to assist children to understand it.

15. Children should be required to read aloud their reading lesson at home. Children who will not do this should be required to read after school.

16. A half page or more of reader should be written every day, at desks, with utmost care as to neatness, marks, capitals, spelling.

17. In first four grades, new and difficult words of reader should be placed on charts, and their pronunciation learned by persistent drill before children read the lesson. It is a wonder how any teacher can stand quietly by and see the time of the recitation wasted by pupils hanging and dragging over the words. Give the drill on the special words until children can read them in the lesson without hesitation. Backward readers may be turned over to bright readers to be heard during the last division of the day's work.

18. As directed in spelling work, so in reading, the teacher should omit no effort to procure such material or aids as will enable the children to understand words and forms of expression. If the material should be preserved, every grade in time would be abundantly supplied. Can a teacher escape the charge of indifference and lack of enterprise, who goes through the year without procuring and leaving something for the permanent use of the grade?

19. Sometime a teacher needs a division for a special purpose. The time may be secured in the following way: On the previous day she may tell her children her purpose, and remark that she will omit reading the next day, if each pupil shall read the lesson at home once aloud and once silently. Or the time be gotten from a spelling division, by requiring each word of the spelling lesson, written four times, to be brought to the class.

20. Descriptions at close of lesson should be read or studied before reading the lesson.

21. In defining words, the attention of children should be called to the necessity of defining infinitives with infinitives, participles with participles, and so on.

22. History is expected to give information, and correct oral expression. While pupils are reciting the lesson, other pupils should be at the board writing from memory. Any recitation from memory must be valuable, but the best results accrue when the pupil is able to give the history in language different from the book.

23. New words in the history should be checked, and children required to get the real meaning of the text.

24. Geography and chronology are the "eyes of history." The pupil largely fails to see the event, if he does not know where it occurred or when it occurred. Hence it is necessary that the geography should go hand in hand, literally, with history, and that certain salient or focal dates should be burnt into the memory.

25. No young memory can retain a fraction of the dates of a history, therefore time and temper should not be uselessly expended in attempting impossibilities. A score of dates, years simply, would be all the teacher should require. These should be selected for their general bearing and importance, and should be placed on the wall before the class. With these dates laid away in the memory, all other events can be assigned by the student with reasonable approximation.

26. Association of ideas should be brought into use in the history class. Thus by linking two events, one in American and one in English history, both will be remembered more easily than either singly. Thus, Washington's Inauguration and The

Bastile, North Carolina and Cromwell, Jamestown and Shakspeare, Pennsylvania and the English Revolution.

27. Pupils should be required in every recitation to make a free hand drawing of section maps to illustrate and locate events mentioned in the lesson, and point to the map while reciting. Besides this, the best maps of the countries or states should be displayed before the class. Maps fifteen by twenty inches should be made by pupils of Boston Harbor, New York, Philadelphia, Richmond, Charleston, Norfolk, Lake Erie, Pittsburg and so on, and also maps of England.

28. Tables of family lines of kings, committed to-day, will be forgotten to-morrow, hence should not be required.

29. Teachers should secure and preserve pictures, portraits, for illustrating their work, and to be the permanent property of the grade.

30. Teachers should review their work by topics, and encourage children to glean from different history, poetry, magazine.

31. Teachers should have pupils recite list of Presidents from time to time, mentioning those who served two terms.

32. There is no educational value in drawing lines of latitude and longitude in teaching children to draw maps. Children are often wearied in such work before they reach the map proper. It is better to use the prepared map blanks, or forms in paste-board.

33. Lists of key words in geography should be placed on the board, and children should recite from them. In no study is more time lost in asking questions than in geography. Teachers should also follow the printed forms of recitation, which should be pasted in the back of the geographies of the children.

34. Teachers should remember that children can not know how to draw satisfactory maps without instruction. Special instruction should be given at one time in drawing rivers, at another, mountains, at another in coloring.

35. Children should be taught and required to draw off hand and from memory the outline of every state and country they study, to locate principal cities, rivers and mountains, and in every recitation. This exercise will make it possible for them

to more easily meet the requirements of history recitations when they reach that study.

36. Sand and clay modeling should be carried on by pupils, and every facility will be furnished those teachers who are interested in the subject.

37. Compositions should be written after discussing the pictures that are found in the text-book, the pupils being encouraged to seek information from any source available.

38. Children should be encouraged to hunt for material to illustrate their work, and an energetic teacher can always procure many things in the form of scenes, views, biographical and historical references, to places under discussion. For instance, St. Helena, Mt. Versuvius, Yorktown, Corsica, St. Martinique, Quebec, and so on.

39. Teachers should pay a great deal of attention to the routes of travel and means of transportation, the meaning of commerce, the exchange of the products of the earth, the advantages of money in making exchanges, the difficulties without it.

40. Teachers should try to show children how the surface and climate and surroundings of different countries influence or form the general character of the people.

41. Teachers should endeavor to inform children of the causes that lead to the creation of great cities.

42. Teachers should strive to preserve all aids they use in their work, and leave them as permanent property of the grades.

43. When words occur which children do not understand, their meaning should be taught with objects as far as may be.

44. Teachers should be careful to omit examples in arithmetic that are too testy, or impractical. When a teacher spends a division on one example which the majority of the class forget the next day, she should conclude that she wasted the time of the class. Rapid and accurate manipulation of the fundamental rules and principles, should be aimed at before attempting testy problems.

45. Borrow or buy everything that will illustrate the work objectively. In money examples, use real money when amounts are small, school money in other examples, in marble questions use the marbles, in egg questions use the china eggs. Thoughtful teachers will observe that some children have lively imagi-

nations and are quick to conceive and "see" the conditions of a question. Other children lack entirely this arithmetic imagination. While both are benefitted by objective representation, the latter class of pupils absolutely demand it. No teacher will be able to teach the difference between linear inch, square inch, and cubic inch, unless the real objects are before the class. If any teacher thinks her children understand this difference, let her ask how many linear inches in a square inch, and how many square inches in a cubic inch. No teacher need fear that she is likely to give, or has ever given, too much time to object work in arithmetic. All the blanks of business, such as drafts, checks, notes, bill heads, certificates of stock, bonds, should be brought to the class.

46. Teachers should remember that the recitation hour is not the time for practice work. Every child should have a separate example, and explain his own work. If he can not explain, try some other pupil.

47. Teachers should remember that it is the class and not themselves that has been called to recitation. This needs emphasizing, for the writer of these lines has heard a teacher, during a recitation, use ten words where the children use one. So many teachers interrupt and interpolate the explanations of children, not only in arithmetic but in other studies, that it is an evil in teaching of the gravest character, and deserves the attention of those who have a genuine desire to promote the good of those under their care. There are many children who resent interruption by downright silence, and they are not always to be censured. There is an art of skillful questioning, and teachers should endeavor to acquire it.

48. The following are specimen examples that should receive such attention in Fifth and Sixth Grades as will make the children perfect in these principles. The children should be required to perform them objectively until the objects shall seem to be unnecessary.

- (a) $\frac{3}{4}$ of 12.
- (b) 12 is $\frac{3}{4}$ of what number?
- (c) 6-7 is $\frac{3}{4}$ of what?
- (d) If 5 bushels cost \$10 what will 16 bushels cost. (Use hats or books for bushels.)
- (e) If $5\frac{1}{2}$ bushels cost \$10 $\frac{3}{4}$, what will 16 $\frac{7}{8}$ bushels cost?

- (f) I own 5-8 of a farm, sell $\frac{3}{4}$ of my share, how much have I left?
- (g) I spend 3-7 of my money and have \$16 left?
- (h) My money and its $\frac{2}{3}$ = \$15?
- (i) My money less is $\frac{2}{3}$ = \$24.
- (j) 5 times $2\frac{2}{3}$ = 10 $10-3=13\frac{1}{3}$.

49. Words are the form in which knowledge crystalizes itself, the vehicles by which it is communicated. Then it is a matter of paramount importance that children should have no words given them in their work they cannot understand, and should be made to have a clear and accurate understanding of every word they are required to use. In other words, all words that can not be understood without objective representation should be explained in that way. A few words are given here that need objective presentation. Every grade has hundreds of such words: Vapor, animal kingdom, crystal, liquid, vegetable, germinate, solid, mineral, diameter, circumference, petals, stamen, sphere, cube, square, pyramid, cylinder, acute angle, obtuse angle, right angle, vertical, horizontal, a figure, a solid, hexagon, octagon. Verbs should be explained objectively where there is any doubt that children understand their meaning. Teachers will be asked to show their fellow-teachers the words they have selected from their grade work, and the manner in which they explained them.

50. No drawing or writing division shall be placed immediately after recess.

51. Every pupil should be encouraged to bring something to aid in illustration of the work. Photographs, charts, views, scenes, pictures, samples of products, portraits, bugs, anything and everything should be welcomed and treasured as a part of the "School Museum." In time the School Museum would have great value as aid in school work.

GENERAL STATISTICS.

Population of School District (Estimated).....	10,000
Assessed Valuation of Property in District.....	\$2,959,410
Assessed Valuation of Property Outside City.....	760,740
Population of School District from 6 to 21 years.....	3,675
Different Pupils Enrolled.....	1,796
Average Number Belonging Daily.....	1,303
Average Number Attending Daily.....	1,176
Total Number Tardy.....	165
Per Cent. of Enumeration on Population.....	36
Per Cent. of Enrollment on Population.....	20
Per Cent. of Enrollment on Enumeration.....	49
Per Cent. of Attendance on Enrollment.....	65
Per Cent. of Attendance on Number Belonging.....	90
Per Cent. of Scholarship.....	83
Total Number of Days Belonging.....	260,739
Total Number of Days Present.....	235,251
Total Number of Days Absent.....	25,478
Total Number of Days in Session.....	200
Total Number of Days Taught.....	192
Number of Teachers.....	28
Number of Pupils Belonging to Teacher.....	46
Cost of Tuition for Pupil Enrolled.....	6 82
Cost of Tuition for Pupil Belonging.....	10 10
Cost of Tuition for Pupil Attending.....	18 39
Average Salary Paid Teachers.....	454 75
Total Cost of Tuition.....	14,965 31
Total Incidental Expenses.....	1,806 73
Total Annual Cost.....	14,965 01
Number of School Houses.....	2
Number of School Rooms.....	32
Value of School Houses.....	33,800
Value of School Lots.....	6,000
Value of School Furniture.....	3,410
Total Value of School Property.....	43,210

SCHOOL CENSUS FOR JUNE, 1901.

(From 6 to 21 Years.)

White Males in the City	615
White Females in the City.....	641
	<hr/>
Total Whites in City	1,256
White Males Outside City	88
White Females Outside City.....	86
	<hr/>
	174
	<hr/>
Total White in Twelfth District	1,430
Colored Males in the City	949
Colored Females in the City	1,048
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Total Colored in the City.....	1,997
Colored Males Outside City	116
Colored Females Outside City	132
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	248
	<hr/>
Total Colored in Twelfth District	2,245
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Total Scholastic Enumeration	3,675
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Total Census for June, 1900	3,865
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Total Census for June, 1899	3,634

PER CENTS OF SCHOLARSHIP

By Grades in Howell School.

GRADES.	2	3	4	5	6	7	8	9	10
Number Enrolled	100	99	99	75	61	54	60	26	.....
Number Promoted	55	49	64	54	41	28	25	17	.....
Writing	84	78	82	84	90	87	90	90	.....
Spelling	82	85	81	85	91	81	.....	.....	.....
Reading	85	81	80	86	89	88	.....	.....	.....
Arithmetic	85	76	79	83	92	84	84	85	.....
Geography .....	.....	77	69	82	91	.....	.....	.....	.....
Grammar	87	78	76	82	89	77	.....	.....	.....
History of United States .....	.....	.....	86	.....	93	.....	82	.....	.....
Physiology .....	.....	.....	.....	82	.....	68	.....	.....	.....
Book-Keeping .....	.....	.....	.....	.....	.....	.....	94	.....	.....
English History .....	.....	.....	.....	.....	.....	78	82	.....	.....
English Composition .....	.....	.....	.....	80	.....	.....	91	.....	.....
Algebra .....	.....	.....	.....	.....	.....	.....	.....	90	96
Universal History .....	.....	.....	.....	.....	.....	.....	.....	92	.....
Physical Geography .....	.....	.....	.....	.....	.....	.....	.....	93	.....
English Literature .....	.....	.....	.....	.....	.....	.....	.....	94	88
Geometry .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Latin .....	.....	.....	.....	.....	.....	86	.....	90	87
Natural Philosophy .....	.....	.....	.....	.....	.....	.....	.....	.....	90
Civil Government .....	.....	.....	.....	.....	.....	.....	.....	92	.....
Rhetoric .....	.....	.....	.....	.....	.....	.....	.....	.....	83

DAYS IN ATTENDANCE

By Grades in Howell School.

GRADES.	1	2	3	4	5	6	7	8	9	10
No. from 180 to 200	24	30	24	43	32	29	19	27	8	14
No. from 160 to 180	22	16	22	21	12	11	16	11	7	2
No. from 140 to 160	13	10	12	8	9	10	6	3	5	.....
No. from 120 to 140	9	14	6	3	3	1	3	4	3	1
No. from 100 to 120	9	10	7	2	5	.....	6	2	1	1
No. from 80 to 100	11	6	2	3	2	2	1	4	1	.....
No. from 60 to 80	2	3	4	7	2	3	2	2	1	.....
No. from 40 to 60	19	2	5	4	3	.....	1	2	.....	1
No. from 20 to 40	20	5	6	5	7	3	.....	5	.....	.....
No. less than 20 days	17	4	11	3	.....	2	.....	.....	.....	.....
Total No. Pupils.	146	100	99	99	75	61	54	60	26	19

Children in Howell School Attending 200 Days.

Fred Ridge.	Todd Coulter.	Agnes Nicolassen.
Elva Nichols.	John Gaggstatter.	Louis Ross.
Clara Roach.	Eva Estes.	May Miller.
Minnie Davis.	William Clarke.	Ferdie Fox.
Nannie Northington.	Susie Williams.	Sara Williams.
Sara Cunningham.	Rosa Moore.	Crusman Titus.

PER CENTS OF SCHOLARSHIP

By Grades in Colored School.

GRADES.	2	3	4	5	6	7	8	9
Number Enrolled	189	150	108	80	33	23	10	8
Number Promoted	77	46	39	35	24	12	4	5
Writing	85	83	79	75	80	82	95	98
Spelling	78	86	91	76	84	78	.....	.....
Reading	87	84	89	82	81	81	.....	.....
Arithmetic	76	70	79	70	64	65	70	75
Geography .....	.....	81	87	69	77	69	.....	.....
Grammar	85	77	81	75	88	80	.....	.....
History of United States .....	.....	.....	82	.....	.....	.....	83	.....
Physiology .....	.....	.....	.....	73	78	78	.....	.....
English History .....	.....	.....	.....	65	.....	.....	78	.....
English Composition .....	.....	.....	.....	.....	.....	.....	83	.....
Universal History .....	.....	.....	.....	.....	.....	.....	.....	78
Physical Geography .....	.....	.....	.....	.....	.....	.....	.....	85
English Literature .....	.....	.....	.....	.....	.....	.....	.....	87
Latin .....	.....	.....	.....	.....	.....	.....	75	80

AVERAGE AGE BY GRADES.

First Grade, 8 years; Second Grade, 10 years; Third Grade, 11 years; Fourth Grade, 12 years; Fifth Grade, 14 years; Sixth Grade, 15 years; Seventh Grade, 17 years; Eighth Grade, 16-6 years; Ninth Grade, 16-4 years.

DAYS IN ATTENDANCE

colored
By Grades in Howell School.

GRADES.	1	2	3	4	5	6	7	8	9
No. from 180 to 200	46	47	53	46	37	24	14	7	3
No. from 160 to 180	51	37	32	16	11	4	3	1	2
No. from 140 to 160	40	17	18	8	5	2	.....	1	1
No. from 120 to 140	33	15	14	5	8	1	2	.....	.....
No. from 100 to 120	39	13	3	7	1	.....	1	.....	.....
No. from 80 to 100	40	17	7	4	4	.....	.....	.....	.....
No. from 60 to 80	43	9	6	10	7	.....	1	.....	.....
No. from 40 to 60	51	14	5	6	2	2	1	.....	.....
No. from 20 to 40	58	10	7	5	.....	.....	1	.....	2
No. less than 20 days	52	10	5	1	5	.....	.....	1	.....
Total No. Pupils	453	189	150	108	80	33	23	10	8

colored Children in Howell School Attending 200 Days.

George Hunter.
Lena Redman.
Mamie Grady.
Joe Garnett.

Bettie Smith.
Hattie Turner.
Lillie Elliott.
Irving Blain.
Annie Overton.

Junius Field.
Bessie Barbee.
Lizzie Dean.
Mary Smith.

CITY SCHOOL LAWS.

CHAPTER I.

City Ordinance Regulating the Admission of Students from Public School to the S. W. P. University.

WHEREAS, The City of Clarksville heretofore donated to the South-western Presbyterian University, located at Clarksville, Tennessee, about forty-one (41) bonds of one thousand (\$1,000) each, with the coupons attached, on condition that the said University shall be located at Clarksville, Tennessee, and that the City of Clarksville be entitled to have at all times as many as ten students in said University, to be educated free of charge, and the students to be selected from the Public School (white) within the limits and under the control of the City of Clarksville for merit and proficiency in their studies.

Therefore, Be it Ordained by the Board of Mayor and Aldermen, of the City of Clarksville:

SECTION 1. That the School Commissioners elected by this Board shall, on or about the 1st of July of each year, elect as many students from the city Public School (white), Ninth Grade, under the above contract and under the provisions of this ordinance as may be necessary to make ten in attendance in the University, with a view to confer upon them scholarship privileges in said University; each scholarship to continue in force for a period of two years, and the students thus chosen shall be reported to this Board for confirmation as soon as practicable, and those confirmed shall receive from the Mayor and Recorder certificates which shall entitle them to scholarship privileges in the University, subject to the provisions of the above written contract, and this ordinance.

SEC. 2. That these selections shall be made as a reward of merit, and the qualifications to be considered shall be: Deportment and studiousness in the Public School, and proficiency in studies, which last shall be ascertained by competitive written examination, conducted in a strictly impartial manner. Preference shall be given to the pupils residing within the corporate limits of the city, proficiency in studies and deportment being equal.

SEC. 3. That the said scholarship privileges shall consist of free tuition in the Literary, Scientific and Commercial Departments of the University for the space of two collegiate years.

Provided, however, that the appointments shall in all respects be subject to the rules and discipline of the University.

SEC. 4. That, as additional incentive for the appointees in diligence and study, and as additional reward of merit, all of the said appointees, who shall at the closing examination (May and June) of their scholarship term in the University, reach the distinction grade, that is, an average of 65-100 in all their studies, shall be entitled to a re-appointment by the Commissioners for a third; and if at the expiration of the third year the 80-100 grade is reached, the successful student or students shall be entitled to a fourth and last year.

Provided, however, that the students winning re-appointment shall in all cases be counted as a part of the ten scholarships as hereinbefore provided.

SEC. 5. That the certificates of scholarship privileges shall expire:

First—By their own limitation of time, as hereinbefore set forth.

Second—By death or permanent disablement of appointee.

Third—By discovery of fraud in securing the appointment.

Fourth—By dismissal from University.

Fifth—By a failure for the period of thirty days to avail one's self of the appointment, except in case of sickness; when non-attendance for five months will forfeit the scholarship, but may apply the following July for re-appointment.

Sixth—By the resignation of the right tendered by the parent or guardian. Moreover, in all cases of vacancies, the School Commissioners shall immediately select suitable students to fill the unexpired terms of those vacating: Provided, those selected to fill such vacancies shall have equal privileges to win an additional year or years, as hereinbefore provided.

SEC. 6. That if at any time the Board of School Commissioners be disorganized, or for any reason be incapacitated from acting, when selections are to be made under this ordinance, the Board of Mayor and Aldermen shall perform the duties assigned to said Board of Commissioners under the rules laid down for their guidance in this ordinance.

SEC. 7. Be it further ordained, That all ordinances or parts of ordinances in conflict with this ordinance be and is hereby repealed:

Passed final reading September 1, 1892.

CHAPTER II.

SECTION 1. Three School Commissioners shall be elected by the city, as follows: At the second meeting of the Board of Mayor and Aldermen in each year, it shall be the duty of the Board to elect, by a majority vote, one School Commissioner for the City of Clarksville, to hold office for a term of three years.

SEC. 2. The duties of said Commissioners shall be the same as those required by the County School Commissioners, as defined in the general statutes of Tennessee.

SEC. 3. In order to carry out the intent of this ordinance, it shall be the duty of the Board immediately after the passage of this ordinance, to elect one Commissioner for one year, one for two years, and one for three years.

SEC. 4. All ordinances or parts of ordinances conflicting herewith are hereby repealed. [Passed April 2, 1878.]

CHAPTER III.

SECTION 1. That the plan of instruction and the organization of the system of Public Schools shall be such as may be adopted by the School Commissioners of the City of Clarksville, and approved by the City Council, and shall not be changed except by a two-thirds vote of the Board; any alteration to be submitted to the City Council for approval or rejection.

SEC. 2. Pupils allowed to attend the Public Schools of the City of Clarksville shall be from six to twenty-one years of age, and they shall be under charge of such teachers and in such buildings as the corporation may deem most desirable.

SEC. 3. The children and wards of actual residents within the corporate limits of the city shall be entitled to seats as pupils of the Public Schools:

Provided, That said children shall be bona fide residents of the city. Children not residents of the city may be admitted to the city schools by the School Commissioners on such terms and conditions as may be adopted from time to time.

SEC. 4. That on the first Tuesday in May, each year, it shall be the duty of the School Commissioners to prepare and file with the Mayor a statement of the amount of money, as nearly as can be estimated, which will be required for the maintenance of the Public Schools for the succeeding scholastic year beginning July 2d. That said statement shall set forth the various items of expense as nearly as possible, and shall be signed officially by the President of the Board. That in the annual tax levy a sufficient per cent. shall be included to meet the expenses required in the statement of the said School Commissioners: Provided, That it does not exceed the rate of taxation allowed by the State for school purposes.

SEC. 5. The money paid by the City Marshal to the Treasurer of the city, for school purposes, shall be transferred by him to the Clerk and Treasurer of the School Commissioners, taking his receipt for the same.

SEC. 6. The Treasurer of the School Commissioners shall give bond to the Mayor and City Council, satisfactory to them, in the sum of five thousand dollars, for the faithful performance of his duty.

SEC. 7. The money thus paid over shall be subject to the direct management and control of the School Commissioners, subject to such restraints of checking as may be considered expedient by them.

SEC. 8. The School Commissioners shall report to the City Council at their monthly meetings in February and July, a full account of the receipts and expenditures of the preceding half year.

SEC. 9. Any person injuring the school building or other property shall be liable to a fine of double the amount of damage done. And any person loitering around the schools, while in session, for the purpose of disturbing them, shall be liable to arrest by the police, and to a fine of not less than five nor more than five hundred dollars, at the discretion of the Recorder. The Public School buildings, after being completed, shall be used for no other than educational purposes.

SEC. 10. This ordinance is adopted in lieu of all previous enactments inconsistent with same, with reference to the Public Schools of the city of Clarksville, and shall take effect from and after its passage. [Passed May 9, 1879.]

ORGANIZATION AND GOVERNMENT

OF THE

Clarksville Public Schools.

The following plan of schools, and rules for their government, have been adopted by the Board of Education:

CHAPTER I.

PLAN AND RULES OF THE PUBLIC SCHOOLS.

1. The schools are divided into Primary, Intermediate, Grammar and High School Departments, and into ten grades.

2. In the Primary Department are taught: The Alphabet, Spelling, Reading, Phonetics, Arithmetic, Writing, Singing, Composition, Geography—embracing the first three grades.

3. In the Intermediate Department are taught: Reading, Spelling, Phonetics, Arithmetic, Grammar, Writing, Geography, Composition, Music—embracing the next two grades.

4. In the Grammar Department are taught: Reading, Spelling, Phonetics, Arithmetic, Physiology, Book-Keeping, Grammar, Geography, Declamation, Composition, Music, Writing, History of United States, Familiar Science—embracing the Sixth and Seventh Grades.

5. In the High School Department are taught: Reading, Elocution, Declamation, Composition, Arithmetic, Algebra, History of England, Book-Keeping, History of United States, Geometry, Rhetoric, History of the World, English Literature, Physical Geography, Writing, Drawing, Music, Latin, Nat. Philosophy—embracing the Eighth, Ninth and Tenth Grades.

TERMS.

6. In the schools there are two terms a year, each of five months. The first term commences on the first Monday in September or the last Monday in August. The second term commences on the first Monday in February or the last in January, and closes at the end of the tenth school month, reckoning from the time of opening the Fall term.

HOURS OF TUITION.

7. The schools are opened daily, except on Saturdays and Sundays. During the school months of September, October, April, May and June, the regular school hours are from 8:30 a. m. to 2:30 p. m. During the school months of November, December, January, February and March, the school

hours are from 9 a. m. to 3 p. m., with an intermission of ten minutes about 10 o'clock, and another of thirty minutes about 12 o'clock.

8. Half an hour previous to the time for opening school, the gates and doors must be opened.

VACATION AND HOLIDAYS.

9. From the close of schools in June till the last Monday in August, or the first Monday in September, the schools are vacated. The holidays are inclusive of Christmas and New Year's day, Thanksgiving, and such other days as may be ordered by the Board.

CHAPTER II.

RULES FOR PUPILS.

1. All children between the age of six and twenty-one years who reside in the corporate limits of Clarksville can attend the city schools free, and those outside the corporation may attend under such restrictions as the Board may determine upon, provided they are laboring under no contagious disease, and have been vaccinated; and provided, every pupil not of the Twelfth District, who is at school two weeks, shall pay for one month, at the rate of one dollar and twenty-five cents per month, in first five grades, and two dollars per month in Six, Seventh, Eighth, Ninth and Tenth; and further, that all tuition must be paid in advance.

2. All books furnished to pupils by the Board must be returned to the Board when such pupils leave school.

3. Pupils shall comply with the rules and regulations for the government of the school to which they are assigned, and submit to such penalties or punishment as may be prescribed for bad conduct. Should parents or guardians object to the infliction of corporal punishment upon their children or wards, such objection must be made known to the Superintendent in writing, and upon the infraction of any rule by such pupil, he or she may be suspended by the Superintendent, and only reinstated by the Board.

4. Profane and indecent language, and the use of tobacco, are positively prohibited, and cleanness of person and clothing required. Repeated neglect of this rule shall subject the pupil to expulsion.

5. Pupils after entering the school premises will only be permitted to leave with the consent of the teacher. Loud and boisterous playing will not be allowed.

6. Pupils who shall injure or deface school property must pay in full for all damages. Failing to do so within two weeks, such pupils shall be subject to suspension, and shall only be admitted through the action of the Board.

7. Pupils who shall purposely absent themselves from any school examination or public exercise of the school, may be suspended, and shall not be allowed to return except at the option of the Board.

8. Whenever the example of any pupil shall become injurious to the school, through indolence, neglect of rules, or any other cause, and reformation shall appear hopeless, the parents or guardian of such pupil shall be requested to withdraw such pupil from school. Should the parent or guardian fail to comply with this request, the pupil may be suspended.

9. Pupils shall go directly to and from school, refraining from playing, quarreling, fighting or loitering by the way, being subject to the regular rules while en route.

10. Each pupil shall be responsible for the cleanliness and order of his seat and books, and for the floor in his immediate vicinity.

11. Regular and punctual attendance is enjoined upon all. Any pupil who is absent from school two successive days, or three in one week, or six days in one month, unless leave of absence has been previously obtained, or a satisfactory excuse given by the parent or guardian (or who is frequently tardy), shall be reported through the Superintendent to the Board for suspension. An excuse for tardiness from the parents will secure the seat to the child, but unless for sickness or other satisfactory reasons the tardy will stand against the pupil, and three tardies in the session will suspend him: Provided, that not more than three excused tardies shall be allowed to a single pupil; and further provided, that where a pupil is suspended twice, he shall be reinstated at the option of the Board.

12. When a pupil has been in "disgrace" two times, a demerit notice will be sent to parents by the teacher. A third disgrace will suspend him for not less than ten nor more than fifteen school days. A pupil is in disgrace when reported to the Superintendent for failure in deportment or study. Excuses for absence, or requests for dismissal before the close of the school, must be made in writing or in person by the parent or guardian, but teachers hope parents will not send those requests except under the most exacting circumstances.

13. All suspensions of pupils shall be reported by the Superintendent to the Board of Education at the next regular meeting after such suspension, with all attendant circumstances, expulsion being discretionary with the Board.

14. Pupils or parents having cause for complaint will seek redress, first before the Principal of the building, and if not satisfied, will lay the case before the Superintendent, or finally, before the Board.

15. Pupils will not be permitted to bring to school any papers, periodicals, novels, or any books other than they study. The teacher is enjoined to take all such papers and books from pupils.

16. The books used and the studies pursued shall be such as the Board of Education may prescribe.

17. Pupils must be provided with all necessary books, slates, pencils, etc., required in the respective grades. Failing to provide themselves with such articles after two weeks' notification, will subject them to suspension.

18. In case of the temporary withdrawal of a pupil, he or she, on returning, shall be examined by the Superintendent, and if found deficient, shall be reduced in grade.

19. Pupils who leave school before the close of the session will not be promoted except after satisfactory examination by the Superintendent.

20. Pupils who fail for two consecutive quarters to earn a scholarship average of 50 per cent. will be reduced in grade.

21. All pupils obtaining an average scholarship of not less than 65 will be promoted; provided they do not fall below 50 in Mathematics. And further provided, that Third and Sixth Grade scholars shall obtain 70 on scholarship and 50 on Arithmetic, and Seventh and Eighth Grades shall obtain 75 per cent. on scholarship and 60 on Mathematics.

22. Testimonials of Scholarship will be given those who complete the full course of Scholarship, and whose conduct has been creditable during their connection with the schools, provided they obtain 80 per cent. on scholarship and 60 on Mathematics.

23. Pupils who fail to pass grade on two studies may be re-examined at the discretion of Superintendent, but the Superintendent is positively forbidden to examine any pupil who fails on more than two studies.

24. Children dismissed by request, must remain after school twenty minutes, unless they present notice of sickness, or a statement that they are diseased. These must be detained if they abuse their privilege.

CHAPTER III.

RULES FOR TEACHERS.

1. At a time of each year to be specified by the Board, there will be an examination of applicants for positions in City Schools. The examination will be in writing, and will be conducted by the Superintendent in connection with the Committee on Instruction.

2. The election of teachers shall take place as soon after their examination as possible.

3. Teachers must be at their school rooms at least thirty minutes before the time of opening, else they will be marked tardy, and so reported to the Board.

4. Teachers must endeavor to acquaint themselves with the cause of disaffection on the part of parents, and, as far as possible, remove the cause thereof.

5. Teachers must visit the parents of their respective pupils at least once during each session.

6. Teachers will be held responsible for school property intrusted to their charge, and for the cleanliness and neatness of their respective rooms, furniture and pupils.

7. No teacher will be permitted to introduce into schools any sectarian views as regards religion, or any partisan or sectional views as regards politics.

8. Teachers must promptly and cheerfully attend all appointments made by the Superintendent, and carry out his instructions fully.

9. In case of absence from sickness, or other cause, they shall send timely written notice thereof to the Principal, and he, in conjunction with the Superintendent, shall provide a substitute to fill the place from the list furnished by the Board of Education.

10. Teachers must keep their registers neatly and correctly, and must make out their reports on Friday of each week.

11. Teachers shall hold their places during the pleasure of the Board, and shall not be at liberty to resign without giving one month's notice of such intention.

12. They shall take immediate steps to ascertain the cause of all absences.

13. They shall enjoin upon pupils, by precept as well as by example, the necessity for cleanliness of person and dress, and the abstinence from the use of tobacco upon the premises.

14. Teachers have jurisdiction over pupils other than their own when the immediate teacher or teachers of such pupils are not present.

15. Teachers shall be responsible for the "discipline of government" of their rooms. They shall use kind and persuasive measures with their pupils, and should these fail, may resort to the rod, if the Principal approves. A record of all such punishments must be kept, showing date, cause, and extent of punishment.

16. No teacher will be permitted to advertise in school any public meeting or entertainment, or any outside enterprise whatever.

17. The teachers in charge of a study hall must read in the hearing of their pupils, the first Monday in each month, the rules for pupils.

CHAPTER IV.

RULES FOR SUPERINTENDENT.

1. It is the duty of the Superintendent to devote himself to the study of the school system of the city, and to keep himself acquainted with the progress of instruction and discipline in other places, that he may suggest appropriate means for the advancement of the Public Schools.

2. He must attend the meetings of the Board.

3. He shall have the general supervision of all the Public Schools in the city, and be specially charged with the duty of explaining the system of education, and the rules and regulations presented by the Board.

4. He shall, as often as practicable, visit each school and suggest the best modes of instruction and discipline, and observe the success of the same. He shall make suggestions in relation thereto to the Board of Education, and report specially to it when, in his opinion, it may be advisable to do so.

5. He shall keep a register containing an accurate abstract of the statistical reports from the various schools, and at the close of each school year shall present the same, with the report of his own labors, and such suggestions and other information as he may deem worthy of notice.

6. He shall give to the members of the Board such information and aid as shall be in his power in the selection and employment of teachers.

7. He shall receive such compensation as may from time to time be allowed by the Board of Education.

8. A report, which shall contain an enumeration of the scholastic population of the city, and such other information as may be wanted, shall be submitted annually to the Board on or before October 1st.

9. He shall hold normal meetings semi-monthly for the benefit of the corps of teachers.

SUGGESTIONS

By State Board of Health Concerning Health Regulations for Schools, Public and Private.

1. No pupil should be allowed to attend school who has not been successfully vaccinated, or in whom non-susceptibility has not been demonstrated.

2. School premises, rooms, halls, passages, grounds and out-buildings should be kept scrupulously clean and in good order.

3. Recitation and study rooms should be kept well ventilated, and a uniform temperature as near 65 degrees Fahrenheit as possible should be maintained.

4. Cleanliness of person and clothing of pupil should be exacted. The dress can be clean, no matter how cheap or worn.

5. Neither pupils or teachers should be allowed to enter a school building while small-pox, measles, scarlet fever or diphtheria exists in the house or place of residence of such pupils or teachers.

6. When small-pox, scarlet fever, measles or diphtheria has existed in the family of a pupil, such pupil should not be allowed to resume attendance until the attending physician furnishes a written statement that it is safe and prudent to allow such attendance.

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